The Virginia Plan for Higher Education-1979

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State Council of Higher Education for Virginia

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Preface

The State Council of Higher Education for Virginia is pleased to present, for public review and comment, the 1979 update of the *Virginia Plan for Higher Education*. The *Plan* consists of two volumes. Volume I includes an introduction and a data profile of Virginia's system of higher education, six papers which discuss a number of contemporary issues affecting the Virginia system, and a mission narrative from each of the state-supported and independent institutions in the Commonwealth. Volume II contains a data profile of each of the institutions.

The *Virginia Plan* is revised every two years, as required by statute. In preparing this year's revision, the Council drew upon information submitted by Virginia's colleges and universities, both state-supported and independent, and upon the valuable advice of many persons closely associated with higher education. The Council is particularly grateful to the presidents of Virginia's colleges and universities whose advice has been most helpful and whose cooperation has made it possible for the Council to draw heavily upon institutional data and staff.

Higher education in Virginia is basically healthy; the state-supported *system* of colleges and universities is sound, progressive, and economically efficient. Virginia continues to make progress in higher education as it has for a number of years.

Looking to the future, to the two decades which will close out the 20th Century, the Council has identified several external factors which will impinge upon higher education, affecting the continued development of Virginia's colleges and universities. Among these factors are:

1. changes in the general population and therefore in the number and characteristics of the men and women who enroll in higher education;
2. increased reluctance of State and Federal government to recognize the traditional autonomy of higher education;
3. pressure from every region of the Commonwealth for additional higher education programs without regard for problems of duplication;
4. persistent inflation;
5. severe energy shortages which affect institutional costs and the costs of travel to school.

While many of these external factors are beyond the control of higher education, the responses to them are not. How Virginia's system of higher education responds will determine the health of higher education in the Commonwealth as this century draws to a closed.

One key to an effective response is a clear, detailed explanation of the mission of Virginia's colleges and universities. The Council of Higher Education is charged by statute to approve all changes in institutional mission. It can do so, however, only if the missions have been stated clearly and precisely.

The mission statements in the 1979 *Plan* update are intended as a base from which future change can be planned and measured. Rather than focusing on what institutions hope to become, these mission statements focus on what institutions actually do. A basic premise of the *Plan* is that a college or university *is* what it *does*.

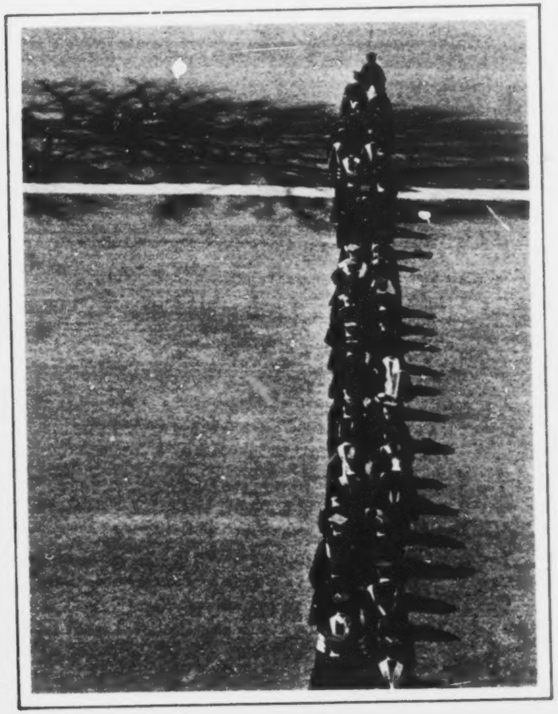
Aspirations are not discouraged, but they must be translated into plans for development. These plans will lead to changes in institutional characteristics which can be identified and reviewed more readily because of the basic institutional profiles which are presented for the first time in Volume II of the 1979 *Plan* update.

In trying to plan where we are going in Virginia higher education, it is important to know where we are. The Council thinks that its new approach to institutional mission will be very helpful in this regard.

The 1979 *Virginia Plan* update is sober and realistic; it identifies several significant problems and dangers facing higher education today. But the *Plan* is not pessimistic. The Council of Higher Education is convinced that great challenges and opportunities await Virginia's colleges and universities if the next several years can be negotiated successfully.

The Council believes that the period of generally stabilizing enrollments into which we have entered should be used to consolidate the resources of the colleges and universities. Too much of the growth, which is now occurring and for which there is great pressure, is growth to meet yesterday's needs. Instead, we should assess what tomorrow will bring and marshal our energies to develop a system of higher education for the year 2000.

The money available to support higher education is not unlimited. The Council believes that we should slow unnecessary growth, eschew unnecessary duplication, reduce expenditures for academic programs with saturated labor markets, and shift funds and staff away from activities in which we have invested too heavily. In the decades just past, everything new could be an "add on" to present activity because enrollments and budgets were growing. In the decades before us, choices will have to be made which involve stopping one or more activities in order to start another.



Having consolidated the resources of higher education, we then should turn our attention to rejuvenating the liberal arts and sciences, to energy research, to new careers in a changing society and its industries, and to the new students who tomorrow will seek from our colleges and universities much that we cannot offer or even foresee today.

In the years immediately ahead the institutions of higher education will need continued and sympathetic financial nourishment lest inflation decimate them and leave them enfeebled for the long tomorrow.

For higher education, the closing years of the 20th Century will be exciting, dangerous, but full of promise. How successful Virginia higher education will be in meeting the demands of the next two decades will be determined by our willingness to face problems squarely, the change despite the discomfort of changing, and to look toward tomorrow rather than yesterday.

H. Merrill Pasco, Chairman
Council of Higher Education
for Virginia

Introduction

In 1974 the Council of Higher Education for Virginia published the *Virginia Plan for Higher Education*. It was the first effort at comprehensive planning for higher education since 1967 and reflected the rapid change which had occurred in Virginia higher education.

The *Virginia Plan* was presented in 1974 with an announced intention that the Council would revise and update it every two years: "With the rapid change in higher education, what is now demanded is not ten-year planning but continuous planning. Accordingly, the Council of Higher Education will, soon after the dissemination of this document, begin dual planning activities aimed toward implementing the recommendations in this *Plan* while simultaneously continuing planning efforts to update the *Plan* two years hence." In fact, the first update was released in 1977, and the second update is now presented for public review.

The 1974 *Plan* spoke of a Virginia system of higher education that had developed over 300 years. It pointed with pride to the great strides Virginia had made on opening the doors of its colleges and universities to more and more persons. Today it can be said that every Virginian who wishes to participate in higher education has access to a state-supported or independent college or university.

The *Plan* also pointed with particular pride at the diversity of Virginia's higher education community. Not only is there a state-supported system including 23 community colleges, one two-year college, and 15 senior institutions, but there are also 31 independent colleges and universities that further enrich higher education in the Commonwealth. There is probably no state in the union with independent and state-supported colleges and universities as diverse, and as excellent as Virginia's.

As it did in 1974, the Council of Higher Education continues to support Virginia's coordinated system of governance. Coordination is inherently preferable to strong central control either by a single governing body or by executive agencies. The Council believes that the efficiencies of strong central control are only apparent; a system of 39 state-supported colleges and universities can be *coordinated* from a central point, but it cannot be *controlled* effectively from the central point. The responsibility for controlling Virginia's institutions of higher education rests with the Boards of Visitors. Many of the economies which are sought through strong central control could, in fact, do irreparable damage to institutions and prevent them from fulfilling their missions. The Council urges support of a coordinated system of colleges and universities so that the strength of diversity is complemented by that of carefully coordinated system-wide planning. The Council also urges renewed support of the tradition of college and university autonomy which is a hallmark of Virginia higher education.

When the *Virginia Plan* was published in 1974, the Council of Higher Education, the independent and state-supported colleges and universities, and the people of Virginia had good reason to be pleased with higher education in the Commonwealth. At that time, three goals were set for higher education:

Accessibility—to provide each citizen of the Commonwealth access to the form of higher education most appropriate to his or her interests and abilities;

Excellence—to maintain institutional excellence in teaching, research, and public service;

Accountability—to guarantee to the citizens of the Commonwealth the accountability of the total educational process.

There is equally good reason to be pleased today; the strengths which were identified in 1974 are still present, and the goals which were set for higher education are as valid today as they were then.

In five years since 1973-74, the state-supported system has continued to grow, adding almost 70,000 full and part-time students (the equivalent of more than 30,000 full-time students). Numerous new programs have been added to the institutions' offerings; one institution has been authorized by the General Assembly to move from the master's degree-granting level to the doctoral; another has been authorized to move from the bachelor's to the master's level. Four new universities have been created, and a third state-supported law school established, all by General Assembly action. A regional College of Veterinary Medicine, approved by the Council in 1977, is in the final stages of planning; the conditions set by the Council and endorsed by the Governor and General Assembly are being met during the planning phase. The final campuses of the 23-college system have been opened within the Virginia Community College System.

There has also been growth in the independent sector of higher education. While two institutions have closed, enrollments have increased slightly; in addition, two new institutions have been authorized to operate as Virginia institutions of higher education and to confer degrees in the State.

The Commonwealth's third medical school, the Eastern Virginia Medical School, has now been in operation for six years and is contributing its graduates to the profession. Eastern Virginia Medical School has been authorized by the Council to confer doctoral degrees as well as the Doctor of Medicine (M.D.) degree. Two independent colleges have been authorized to move to the master's degree-granting level, and one to move to the bachelor's level from the associate.

In comparison with other states, Virginia continues to make progress in its financial support of higher education, but still ranks about in the middle of the 50 states. It is 22nd in appropriations per capita for higher education, for instance, although it has recorded the 11th greatest gain in appropriations over a ten-year period.

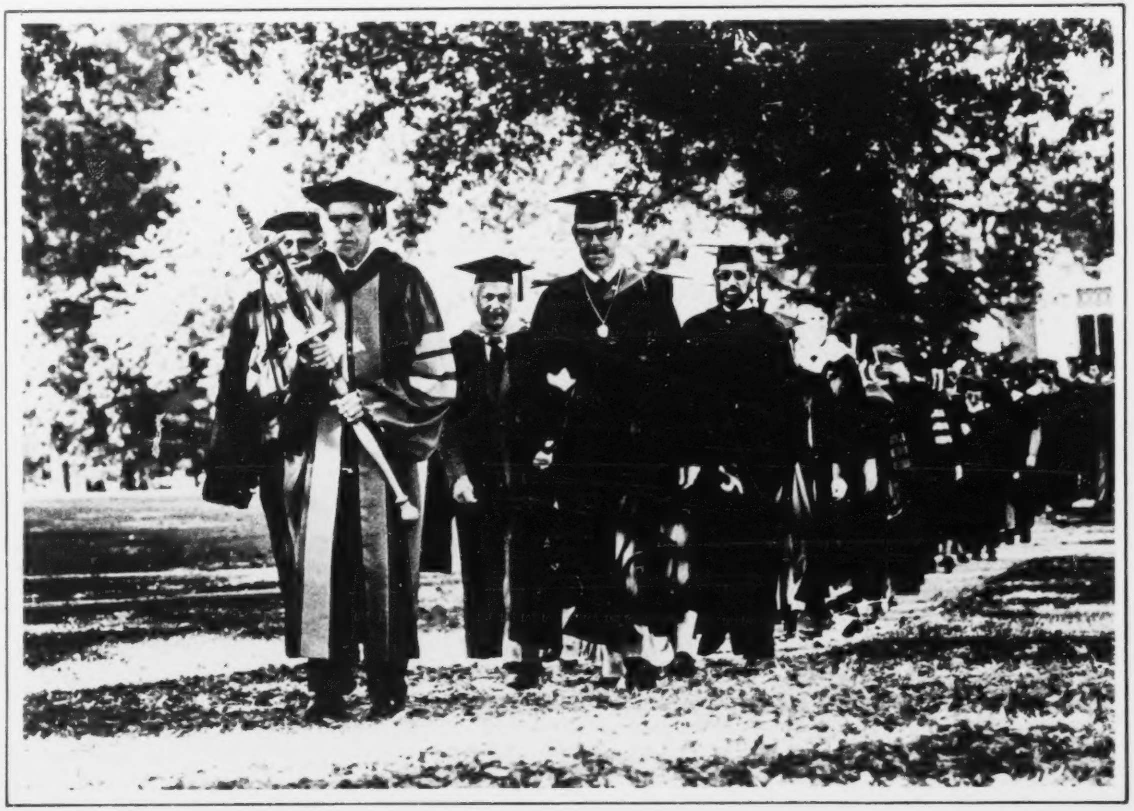
In appropriations per full-time equivalent student, Virginia now ranks in the lower half of the southern states; its senior institutions are ninth among the 14 states, while its two-year colleges are seventh among 11 reporting in 1978-79.

The average faculty salaries offered by Virginia's state-supported colleges and universities are still generally below those of their peers across the nation. This is a matter of serious concern; Virginia is striving to achieve salaries at a national average for comparable institutions, but still aspires to a far better than average system of higher education. The Council believes that the two are not compatible in the long run.

Among the southern states, Virginia's average faculty salaries, excluding fringe benefits, compare much better; the comprehensive universities rank ahead of their peers; the other institutions rank in the top third, except for the bachelor's degree-granting colleges, which rank in the bottom third.

The comparative data indicate simply that while much has been accomplished, much yet remains to be done. The Council of Higher Education's 1980-82 budget recommendations to the Governor and the General Assembly will reflect its commitment to continued improvement of Virginia's funding for higher education.

Many of the changes foreseen in the 1974



Virginia Plan have occurred. These changes, plus many others, have combined to produce a social, economic, and political context for the publication of the 1979 update to the *Virginia Plan* which is quite different from that of 1974.

Today pressing social problems weigh upon the public and their elected representatives, often taking priority in funding and attention. Persistent and enervating inflation, energy shortages and concerns about the safety of nuclear power, uncertainty about the ability of government retirement programs to provide for an increasingly elderly population, rising health costs, loss of international prestige and of the ability to deal effectively with other nations, pressing needs in mental health, law enforcement and corrections—these are some of the problems that sap public energy.

In the face of all of these problems, however, and not diminishing their enormity in the slightest, the Council of Higher Education believes firmly that more, rather than less, higher education is an indispensable part of an effective, democratic response. Any man or woman whose life has been touched and changed by higher education knows that this is true. Anyone who has learned not just a skill, but its place in the social order; who has developed the intellectual capacity to see problems in all of their complexity; who has assumed public, corporate or other responsibility; who has heard the words of great poets, studied the calculations of great scientists, or puzzled over the questions posed by great philosophers, knows that in times of stress or crisis the best educated are the most flexible, the most creative, and the most likely to succeed.

Higher education is plagued by comparison with industry, as if a graduating student can be likened to an assembled product or a classroom building to a job-shop. But comparisons are occasionally helpful, as in this instance. The officers of a manufacturing firm which has fallen upon hard times might be tempted to cut back the research and development effort and personnel training programs in the interest of economy. Such moves are, however, often harmful, for new ideas and well-prepared men and women are never more needed than when things are going poorly. In American society, higher education has come to be the major source of new ideas and well-prepared men and women. The Council of Higher Education believes it would be folly not to move forward at this time in continuing commitment to higher education.

We live in a world which is running out of energy, and we must find alternative sources. The seas are the last unexplored frontier of the earth, and hold the promise of great benefit to humanity if we can learn to use their resources before we pollute them irrevocably. The nations of the world are growing increasingly inter-dependent, yet we have startlingly few language experts; there are more teachers of English in the Soviet Union than there are students of Russian in this country. In a time of general ecumenicity, we understand little of the cults and ideologic belief systems which are also flourishing. Medical research must continue to find new cures; and we also need less expensive health care procedures or we shall be healthy but bankrupt.

All of these are problems which concern the faculties of our colleges and universities. All of these are problems of the sort society has come to expect higher education to solve. Yet the most important contribution which the teachers, researchers, and scholars who are the faculties of Virginia's colleges and universities can make is not solutions to individual problems. The most important contribution is, rather, the education of

young men and women who are capable of addressing these and other questions both efficiently and effectively.

Economic data, population trends, the difficulties of some institutions in meeting their anticipated enrollments—all of these things indicate that caution and restraint should be exercised in planning for higher education in the 1980s. Indeed, the Council of Higher Education believes that this is so, urges self-restraint upon Virginia's colleges and universities, and advises both the Governor and the General Assembly that this will not be a decade in which every institution can be allowed to be all things to all people.

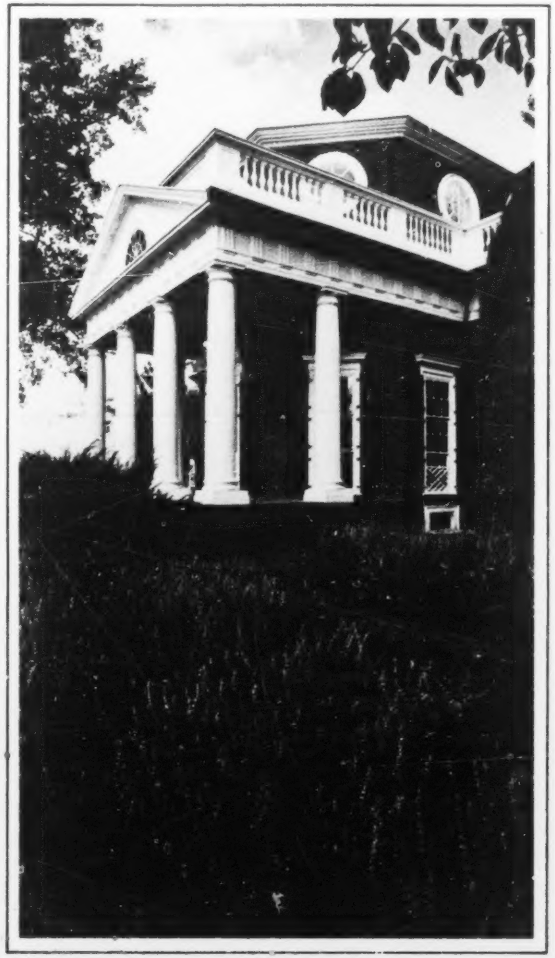
As a nation we have become accustomed to growth as a way of life; our colleges and universities are no exception. Growth is slowing, however, and higher education is entering a period of stability. This is ominous, however, only if stability is confused with stagnation. Within a system of higher education which has enrollments that are not growing, there remain exciting opportunities for creativity, for change. Indeed, while growth may be the easiest way to introduce change, it is not necessarily the best way. The shape of higher education at the end of the next decade will be determined not just by pressures from without, but also by how imaginatively we respond to them.

In the face of economic, population, and enrollment data, the Council advises the Governor and the General Assembly that there are "facts which are the enemies of truth." The facts are clearly defined; the truth less so. The Council of Higher Education believes the truth to be that Virginia's colleges and universities will be needed in the next decade as much, or more, than they have ever been needed before. The Council urges caution and restraint not so that higher education can be cut back and left to insignificance, but in order to use the limited resources which will be available for the greatest possible good.

This update of the *Virginia Plan* is presented for public review at a time when taxpayers across the nation are supporting reduced expenditures for local, state, and federal government. We suspect that a large measure of the discontent throughout the land is occasioned by Federal spending, but that the discontent is focused upon state and local governments because they are more immediately susceptible to change than the seemingly impervious Federal bureaucracy.

The Council of Higher Education supports reduced spending where possible, and certainly supports the elimination of wasteful activities at all levels of government. The Council, however, does not believe that the people of Virginia are calling for cuts in the public educational systems of the Commonwealth; neither does it find broad disaffection from the goal of making high quality college and university education available to all who want it.

To be sure, there are problems which must be solved, changes that should be made, faculty positions and funds that ought to be redirected from less pressing needs to meet new ones. All of these things can be accomplished, however, within the present system of higher education. We have made great progress over the past several years, and our colleges and universities are providing Virginians with an unusually diverse and excellent array of educational opportunities. We believe that they merit continued and vigorous support, for the general well-being of the Commonwealth.



It is in this spirit that the Council of Higher Education offers, in the 1979 update to the *Virginia Plan for Higher Education,* its explications of the missions of Virginia's colleges and universities, and its positions on six important issues facing higher education in Virginia today.

The Virginia System of Higher Education-Statistical Profile

Virginia has a diverse system of higher education within which many different educational goals are sought. The system is comprised of 39 state-supported institutions, 31 private institutions, and one proprietary institution which awards degrees. In addition, there are approximately 200 other institutions which provide postsecondary educational programs to Virginia students, including 34 institutions which have principal campuses located outside the Commonwealth but which offer courses and programs within the State.

The *Virginia Plan for Higher Education* concentrates on the 71 degree-granting institutions which have been chartered or statutorily established by the Commonwealth. A data profile on each of these institutions is included in Volume II of the *Plan*. This chapter is intended to provide data which indicate the status and character of the colleges and universities that form the Virginia system of higher education.

Enrollment

The 1960s and early 1970s were growth years for public higher education in Virginia (Table 1) as well as nationally. The growth was the result of the post-war "baby boom" and a determined effort on the part of the Commonwealth to make higher education accessible to all students who could benefit from it. The middle of the 1960s saw the development of the Virginia Community College System, which now enrolls about one-third of all the students who attend public institutions.

Table 1

Full Headcount and Regular Session Full-Time-Equivalent Enrollment 1960-77 (on-campus students only)

Institution	1960		1965		1970		1975		1977	
	Fall Head-count	Regular Session FTE	Fall Head-count	Regular Session FTE	Fall Head-count	Regular Session FTE	Fall Head-count	Regular Session FTE	Fall Head-count	Regular Session FTE
Christopher Newport College	—	NA	1,026	535	1,770	1,106	2,877	1,830	3,442	2,103
Clinch Valley College	341		427	436	812	739	1,002	749	891	756
George Mason University	141		571	590	2,390	2,035	7,638	5,302	9,148	6,013
James Madison University	1,493		2,345	2,676	4,041	3,955	7,343	7,048	7,926	7,540
Longwood College	1,078		1,466	1,698	2,234	2,200	2,156	2,132	2,312	2,445
Mary Washington College	1,732		1,973	2,171	2,154	2,147	2,131	2,064	2,368	2,152
Norfolk State College	1,951		3,390	2,356	4,904	4,511	6,733	5,960	7,238	6,372
Old Dominion University	3,603		7,417	5,734	9,471	6,983	13,164	9,188	14,188	10,200
Radford University	1,448		3,116	3,714	4,159	3,749	4,712	4,260	5,140	4,715
University of Virginia	4,656		7,249	7,845	10,852	10,729	15,179	14,416	15,563	15,296
Virginia Commonwealth University	4,674		9,275	6,735	14,088	10,607	17,443	12,683	18,342	13,300
Virginia Military Institute	1,041		1,228	1,422	1,131	1,278	1,241	1,387	1,342	1,504
Virginia Polytechnic Institute and State University	5,068		7,024	7,686	12,043	12,151	18,477	17,741	19,648	18,844
Virginia State University	1,339		2,010	1,955	2,948	2,731	4,559	3,955	4,852	4,058
The College of William and Mary	2,697		3,851	3,615	5,319	4,545	6,068	5,662	6,028	5,746
Total Four-Year Institutions	**31,262**		**52,368**	**49,168**	**78,316**	**69,466**	**110,726**	**94,377**	**118,768**	**101,043**
Blue Ridge Community College					1,315	818	1,928	1,108	1,995	1,057
Central Virginia Community College			98	67	1,684	1,018	3,212	1,736	3,141	1,691
Dabney S. Lancaster Community College			283	136	568	405	1,067	627	910	539
Danville Community College			422	359	1,668	1,275	2,210	1,586	2,133	1,468
Eastern Shore Community College			187	124	119	78	579	297	473	239
Germanna Community College					383	321	592	438	616	379
J. Sargeant Reynolds Community College							7,387	3,980	8,515	3,978
John Tyler Community College					1,856	1,240	2,866	1,589	2,972	1,510
Lord Fairfax Community College					571	391	1,372	740	1,686	728
Mountain Empire Community College							934	543	1,303	583
New River Community College					637	517	2,262	1,511	2,786	1,318
Northern Virginia Community College			761	650	9,718	6,091	26,673	13,361	29,300	13,747
Patrick Henry Community College			146	114	353	212	1,069	615	1,256	598
Paul D. Camp Community College							1,025	615	1,004	673
Piedmont Virginia Community College							1,959	967	2,582	1,121
Rappahannock Community College							1,343	570	1,337	607
Southside Virginia Community College					246	202	1,217	806	1,362	836
Southwest Virginia Community College					915	756	1,821	1,083	1,942	1,154
Thomas Nelson Community College					2,215	1,406	4,651	2,666	5,000	2,738
Tidewater Community College					1,855	1,368	11,206	5,403	12,670	6,606
Virginia Highlands Community College					567	457	1,333	916	1,284	791
Virginia Western Community College			496	358	2,808	1,877	5,303	2,924	5,166	2,530
Wytheville Community College			356	279	932	727	1,495	1,002	1,530	971
Total Community Colleges			**2,749**	**2,087**	**28,410**	**19,159**	**82,504**	**45,083**	**91,063**	**45,862**
Richard Bland College			636	488	841	605	1,076	676	1,029	685
Total Two-Year Institutions			**3,385**	**2,575**	**29,251**	**19,764**	**83,580**	**45,759**	**92,092**	**46,547**
Total All Public Institutions	**31,262**	NA	**55,753**	**51,743**	**107,567**	**89,230**	**194,306**	**140,136**	**210,860**	**147,590**

Note: The four-year/two-year schema above was not in effect for all institutions prior to 1970. Before that time some institutions noted as four-year institutions were two-year institutions, others were branches of existing institutions, and still others were not yet established. An example of the latter is Virginia Commonwealth University, which was formed by the 1969 merger of Richmond Professional Institute and the Medical College of Virginia. Therefore, the numbers shown on the table for VCU prior to 1970 actually represent the combined enrollment of RPI and MCV.

Private college enrollments in Virginia also grew in those years. However, the growth was much slower than that of the public institutions. In addition, the private institutions have seen their percentage of the total system enrollment slip from approximately 33 percent in 1960 to about 13 percent in 1978. The historical growth of the private institutions and their enrollment in 1978 are shown in Tables 2 and 3.

Table 2

Private College and University Enrollment, 1960-1978

1960	16,810 (est.)
1970	28,030
1973	27,908
1978	31,618

Table 3

Private College and University Enrollment, Fall Term 1978

Institution	Men	Women	Total Headcount
Averett College	369	736	1,105
Bluefield College	178	166	344
Bridgewater College	443	444	887
Eastern Mennonite College	460	666	1,126
Eastern Virginia Medical Authority	158	57	224
Emory and Henry College	432	408	840
Ferrum College	932	614	1,546
Hampden-Sydney College	734	1	735
Hampton Institute	1,070	1,738	2,808
Hollins College	30	978	1,008
Institute of Textile Technology	14	2	16
Liberty Baptist College	1,206	1,023	2,229
Lynchburg College	1,050	1,234	2,284
Mary Baldwin College	7	712	719
Marymount College	5	847	852
Presbyterian School of Christian Education	29	76	105
Protestant Episcopal Theological Seminary	149	50	199
Randolph-Macon College	560	369	929
Randolph-Macon Woman's College	3	703	706
Roanoke College	632	712	1,344
Saint Paul's College	302	313	615
Shenandoah College and Conservatory of Music	301	521	822
Southern Seminary Junior College	0	237	237
Sweet Briar College	3	666	669
Union Theological Seminary	209	51	260
University of Richmond	2,482	1,927	4,409
Virginia College	—	—	244*
Virginia Intermont College	115	571	686
Virginia Union University	560	618	1,178
Virginia Wesleyan College	409	365	774
Washington and Lee University	1,647	80	1,727
Total	**14,489****	**16,885****	**31,618**

*Estimated
**Does not include estimated number for Virginia College.

Nationally many states have experienced a decline in their college and university enrollments. The decrease in students is related to a lower birthrate and its effect on the number of 18 to 21-year-olds who are the traditional college-age population. Because Virginia is among the group of "Sunbelt" states which will continue to have an increase in population throughout most of the 1980s, the decline in the traditional college-age population is not expected to result in a large decrease, if any at all, in Virginia's higher education enrollment. It will mean, however, that the 1980s will be a period of little growth. The current and projected status of higher education enrollments in Virginia is shown in Table 4.

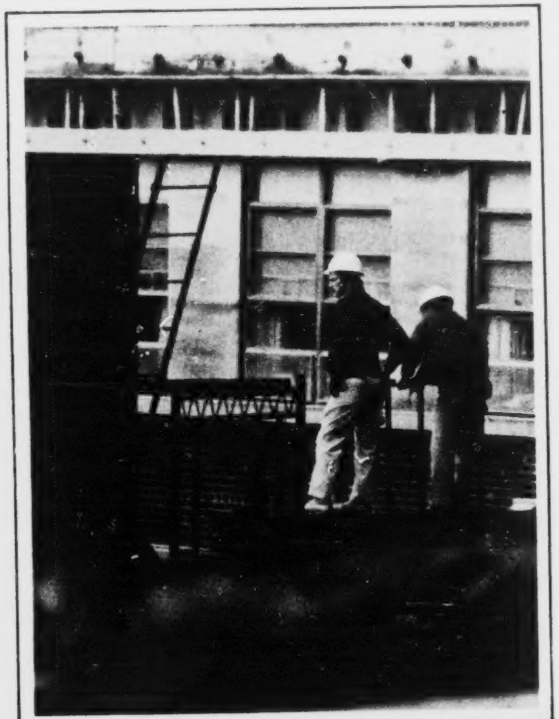


Table 4

1978 Fall Headcount and FTE Enrollment; Projected Fall Headcount Enrollment and Regular Session FTE—1979-89 (On-campus Students Only)

Institution	1978 Fall Headcount	1978 Fall FTE	1979 (Proj.) Fall Headcount	1979-80 FTE (Proj.)	1980 (Proj.) Fall Headcount	1980-81 FTE (Proj.)	1985 (Proj.) Fall Headcount	1985-86 FTE (Proj.)	1989 (Proj.) Fall Headcount	1989-90 FTE (Proj.)
Old Dominion University	13,933	10,685	14,391	10,508	14,833	10,833	16,063	11,563	16,497	11,862
University of Virginia	16,179	15,740	16,336	15,699	16,410	15,758	16,410	15,754	16,410	15,754
Virginia Commonwealth University	18,374	12,618	18,990	13,693	19,577	14,071	21,748	15,502	22,228	15,742
Virginia Polytechnic Institute and State University	20,261	19,803	20,432	19,597	20,646	19,793	21,197	20,320	21,197	20,321
The College of William and Mary	6,364	5,947	6,318	5,974	6,400	6,067	6,752	6,493	6,815	6,531
Total Doctoral	**75,111**	**64,793**	**76,467**	**65,471**	**77,866**	**66,522**	**82,170**	**69,632**	**83,147**	**70,210**
Christopher Newport College	3,548	2,207	3,787	2,272	3,953	2,372	4,500	2,625	4,574	2,667
Clinch Valley College	942	742	990	763	1,040	815	1,120	886	1,120	886
George Mason University	10,038	6,823	11,265	7,333	12,178	7,836	16,510	9,700	17,450	10,107
James Madison University	8,073	7,803	8,198	7,779	8,302	7,870	8,611	8,086	8,695	8,148
Longwood College	2,375	2,500	2,355	2,478	2,355	2,478	2,345	2,467	2,330	2,451
Mary Washington College	2,292	2,188	2,335	2,157	2,458	2,210	2,649	2,279	2,714	2,307
Norfolk State University	7,285	6,203	7,358	6,561	7,520	6,688	8,160	7,276	8,295	7,397
Radford University	5,161	4,916	5,319	4,898	5,429	5,028	5,514	5,095	5,362	4,955
Virginia Military Institute	1,328	1,550	1,335	1,503	1,335	1,503	1,335	1,503	1,335	1,504
Virginia State University	4,310	3,836	4,353	3,852	4,432	3,916	4,712	3,818	4,608	3,727
Total Comprehensive	**45,350**	**38,768**	**47,295**	**39,596**	**49,002**	**40,716**	**55,456**	**43,735**	**56,483**	**44,149**
Total Four-Year	**120,461**	**103,561**	**123,762**	**105,067**	**126,868**	**107,238**	**137,626**	**113,367**	**139,630**	**114,359**
Blue Ridge C. C.	1,941	1,120	1,970	1,013	2,041	1,023	2,170	1,065	2,240	1,086
Central Virginia C. C.	3,024	1,780	3,362	1,696	3,468	1,724	3,928	1,764	4,153	1,786
Dabney S. Lancaster C. C.	1,186	628	1,148	600	1,144	615	1,361	713	1,415	732
Danville C. C.	2,065	1,582	2,051	1,510	2,108	1,547	2,340	1,672	2,415	1,735
Eastern Shore C. C.	492	226	500	220	490	215	681	321	701	359
Germanna C. C.	792	480	811	454	837	465	951	531	1,018	592
J. Sargeant Reynolds C. C.	8,312	3,947	8,587	3,975	9,209	4,200	12,000	5,400	12,300	5,482
John Tyler C. C.	3,298	1,696	3,159	1,605	3,271	1,662	3,740	2,047	4,020	2,150
Lord Fairfax C. C.	1,773	861	1,847	781	1,904	805	1,999	844	1,999	844
Mountain Empire C. C.	1,892	782	1,905	718	1,960	734	2,026	746	2,055	752
New River C. C.	2,626	1,417	2,926	1,384	3,002	1,420	3,425	1,575	3,635	1,672
Northern Virginia C. C.	30,626	15,247	31,765	13,850	33,765	14,350	35,150	15,500	36,990	15,500
Patrick Henry C. C.	1,259	637	1,349	608	1,427	625	1,447	626	1,400	593
Paul D. Camp C. C.	988	612	1,089	720	1,129	740	1,202	764	1,219	772
Piedmont Virginia C. C.	2,927	1,330	3,166	1,281	3,419	1,365	3,974	1,522	3,974	1,522
Rappahannock C. C.	1,222	644	1,405	608	1,439	618	1,618	676	1,717	718
Southside Virginia C. C.	1,285	808	1,364	822	1,434	853	1,495	879	1,601	931
Southwest Virginia C. C.	2,062	1,423	2,218	1,320	2,374	1,413	3,026	1,827	3,305	1,991
Thomas Nelson C. C.	5,091	2,979	5,299	2,863	5,610	2,996	6,236	3,430	6,218	3,420
Tidewater C. C.	14,114	7,550	14,090	7,284	14,766	7,619	17,182	8,591	17,182	8,591
Virginia Highlands C. C.	1,388	963	1,445	866	1,490	890	1,535	968	1,535	968
Virginia Western C. C.	4,976	2,830	5,500	2,654	5,700	2,753	6,864	2,844	7,404	3,071
Wytheville C. C.	1,877	1,106	1,965	1,133	2,074	1,184	2,380	1,279	2,380	1,279
Total—Community Colleges	**95,216**	**50,648**	**98,921**	**47,247**	**104,061**	**49,796**	**116,730**	**55,624**	**120,896**	**56,546**
Richard Bland College	1,023	708	1,089	695	1,108	709	1,120	695	1,120	695
Total—Two-Year	**96,239**	**51,356**	**100,010**	**47,942**	**105,169**	**50,505**	**117,850**	**56,319**	**121,996**	**57,241**
Total—All Institutions	**216,700**	**154,917**	**223,772**	**153,009**	**232,037**	**157,743**	**255,476**	**169,686**	**261,626**	**171,600**

As Virginia's enrollment becomes less dependent on 18 to 21-year-olds and is more closely tied to population trends, the number of part-time, older students will likely continue to increase. Table 5 contrasts the change in the mix of full-time and part-time students attending the state-supported institutions between 1970 and 1977. As will be noted, by 1977, 47 percent of the total enrollment in these institutions was part-time; two-thirds of the students who attended two-year institutions did so part-time.

The full-time/part-time trend is particularly significant for the senior, state-supported institutions which are located in the growing urban areas of the State. Already these institutions are attracting a larger percentage of the older, part-time students who are returning to college to complete degrees, to take additional courses, and to upgrade their skills. This trend will likely continue into the 1980s.

The age shift in all institutions has already had a significant effect on the character of the institutions. In 1977, as will be noted in Table 6, over 40 percent of Virginia's enrollment in state-supported institutions was comprised of students beyond the age of 24. The changing age trend is best exemplified in the community colleges where the average student age increased from 25 in 1975 to 28 in 1977.

Virginia's private institutions have also experienced some increase in the number of older students returning to the classroom, although these institutions remain heavily dependent on students from the traditional college-age group. Presently, approximately 15 percent of the students at these institutions are beyond the age of 24.

Although Virginia has attempted to provide access to higher education for all its citizens, the Commonwealth has placed

Table 5

Full-time and Part-time Fall Session Headcount
(State-supported Institutions)

Year	Two-Year Institutions			Senior Institutions			All Institutions		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
1970-71									
Number	16,076	12,223	28,299	62,924	16,161	79,085	79,000	28,384	107,384
Percent	57%	43%	100%	80%	20%	100%	74%	26%	100%
1977-78									
Number	31,423	64,063	95,486	90,521	43,989	134,510	121,944	108,052	229,996
Percent	33%	67%	100%	67.3%	32.7%	100%	53%	47%	100%
Percent Increase since 1970	95%	424%	237%	44%	172%	70%	54%	280%	114%

Table 6

Ages of Students at Virginia's State-supported Institutions—Fall 1977

Type of Institution	Under 18	18-21	22-24	25-34	35-44	45-59	60 and over	Unknown	Total
Four-Year Institutions									
Number	2,645	63,864	22,289	29,413	8,347	4,651	553	2,221	133,965
Percent	2%	47.8%	16.6%	22%	6.2%	3.4%	.4%	1.6%	100%
Two-Year Institutions									
Number	2,314	30,093	13,592	30,599	11,474	6,713	699	2	95,486
Percent	2.5%	31.6%	14.2%	32%	12%	7%	.7%	—	100%
Total (Four-Year and Two-Year)									
Number	**4,959**	**93,939**	**35,881**	**60,012**	**19,821**	**11,364**	**1,252**	**2,223**	**229,451**
Percent	**2.2%**	**41%**	**15.6%**	**26.1%**	**8.6%**	**5%**	**.5%**	**1%**	**100%**

particular emphasis, during the last ten-year period, on enrolling additional numbers of minority students. As will be observed in Table 7, minority enrollment in the state-supported institutions rose 278 percent between 1969 and 1978. At the same time the minority percentage of the total student enrollment increased from 9.7 percent in 1969 to 17.6 percent in 1978. The latter percentage is roughly equivalent to the minority percentage of the population of Virginia.

Appropriations

Table 8 shows the appropriations made to the state-supported institutions for operating expenses from the 1966-68 biennium through the 1978-80 biennium. During this period the percentage increase in funding provided to higher education significantly exceeded the percentage increase in the total budget. However, higher education experienced its largest percentage of growth during 1968-1974, a time when the facilities for the Virginia Community College System were under construction. Since that time, the biennial percentage increases for higher education have averaged about 30 percent.

Higher education currently expends 13.5 percent of Virginia's total budget. Over the last ten years the percentage of higher education's appropriation which is composed of tax dollars has actually declined slightly, while that portion which is composed of special funds (revenues such as tuition and fees) has increased slightly. In the future the proportions may be affected further by Virginia's adoption of a funding formula under which students attending a senior institution would, on the average, be responsible for 30 percent of the educational costs. A similar plan, under which students would, on the average, pay 20 percent of their educational costs, has been adopted for the Virginia Community College System.

Table 7

Estimated Minority Headcount Enrollments (State-supported Institutions)

Type of Institution	1969			1978		
	Minority	White	Total	Minority*	White	Total
Four-Year Institutions	7,851	64,519	72,370	17,637	80,733	98,370
Percent	10.8%	89.2%	100%	18%	82%	100%
Two-Year Institutions	1,391	21,792	23,183	17,356	83,486	100,842
Percent	6.0%	94.0%	100%	17.2%	82.8%	100%
Total	**9,242**	**86,311**	**95,553**	**34,993**	**164,219**	**199,212**
Percent	**9.7%**	**90.3%**	**100%**	**17.6%**	**82.4%**	**100%**

*Includes Non-resident Aliens

Table 8

Biennial Appropriations for Operating Expenses

	1966-68	1968-70	1970-72	1972-74	1974-76	1976-78	1978-80	14 Year Percent Increase
Total Appropriations								
Total State Appropriations	2,301,397,370	2,904,276,765	3,729,606,625	4,867,274,120	6,077,388,155	7,353,625,640	9,160,899,111	298
Percent Increase Over Previous Biennium		26.2	28.4	30.5	24.9	21.0	24.6	
Higher Education Institutions*	186,313,915	270,778,850	395,806,145	567,288,150	734,909,550	970,266,775	1,241,393,875	566
Percent Increase Over Previous Biennium		45.3	46.2	43.32	29.6	32	28	
Higher Education as Percent of Total	8.1	9.3	10.6	11.7	12.1	13.2	13.5	
General Fund Appropriations								
Total State General Fund Appropriations	977,821,694	1,337,832,160	1,752,590,175	2,273,038,175	2,916,176,450	3,645,550,795	4,484,230,066	359
Percent Increase Over Previous Biennium		37	31	30	28	25	23	
Percent of Total Appropriation	42.5	46.1	47	46.7	48	49.6	49	
Higher Education Institutions*	95,516,785	151,709,615	224,817,080	311,615,980	419,224,775	523,846,120	693,937,270	627
Percent Increase Over Previous Biennium		58.8	48.2	38.61	34.6	25	32.5	
Percent of Higher Education Appropriation	51.3	56	56.8	54.9	57	54	55.9	
Higher Education as Percent of Total General Fund	9.8	11.3	12.8	13.7	14.4	14.4	15.5	
Special Fund Appropriations								
Total State Special Fund Appropriations	1,323,575,676	1,566,444,605	1,977,016,450	2,594,235,945	3,161,211,705	3,708,074,845	4,712,669,045	256
Percent Increase Over Previous Biennium		18	26	31	22	17	27.0	
Percent of Total Appropriation	57.5	53.9	53	53.3	52	50.4	51	
Higher Education Institutions*	90,797,130	119,069,235	170,989,065	255,672,170	315,684,775	446,420,655	547,456,605	503
Percent Increase Over Previous Biennium		31.1	43.6	49.6	23.5	41.4	22.6	
Percent of Higher Education Appropriation	48.7	44	43.2	45.1	43	46	44.1	
Higher Education as Percent of Total Special Fund	6.9	7.6	8.6	9.9	10	12	11.6	

*Excludes the medical school hospitals at the University of Virginia and Virginia Commonwealth University; the Extension Division and the Research Division at Virginia Polytechnic Institute and State University; the School of Continuing Education and Public Service Bureaus at the University of Virginia; and the Virginia Associated Research Campus.

Educational Facilities

The amount of space at the state-supported institutions used for instructional, research, and public service activities nearly doubled between 1966 and 1976. Since that time the Commonwealth has provided additional space through the passage of a bond referendum in 1978 and limited biennial appropriations for capital outlay. As a result, systemwide space needs have now been met for certain types of space. However, there are still additional needs for certain other types of space.

Table 9 projects the net additional educational and general space needs, by types of space, for all state-supported institutions through 1988. The greatest additional space need will be for faculty offices, libraries, classroom laboratories, and administration. The doctoral institutions will require most of the total additional space provided for these functions.

Curricula

The number of degrees awarded by Virginia's state-supported institutions has increased since 1970 (Table 10). However, much of the increase can be attributed to the growth of the Virginia Community College System. Although the majority of students who attend community colleges do not enroll with the intention of completing a full program of study or transfer to a senior institution before receiving a degree, the number of degrees awarded by these institutions increased 308 percent over the eight year period. In the same period the senior state-supported institutions increased the number of degrees they conferred from 14,575 to 23,108, or 58.5 percent.

Table 11 is especially important because it shows, by the number of degrees conferred

Table 9

Net Additional Educational and General Space Needs by 1988
(State-supported institutions)
(Nearest 1,000 Assignable Square Feet)

	Instructional							
Type of Institution	**Classroom**	**Class Lab**	**Faculty Office**	**Library**	**Phys. Ed.**	**Spc'l. Class Lab**	**Instructional Support**	**Total Educ. & Gen.**
All Institutions	(260)	501	192	1,065	241	(86)	1,460	3,113
Doctoral	31	254	75	609	181	(13)	1,165	2,302
Four-Year	(83)	(34)	(57)	219	(128)	(35)	97	(21)
Two-Year	(209)	280	173	237	188	(37)	199	831

Parentheses denote excess space (for instance, all state-supported institutions have a net excess of 260,000 square feet of classroom space).

Table 10

Number of Degrees Conferred by Virginia's State-supported Institutions

Type of Institution	1970-71 Degrees	1977-78 Degrees	Percent Increase Over 1970-71
Four-Year	14,575	23,108	58.5%
Two-Year	1,747	7,135	308%
Total	**16,322**	**30,243**	**85.3%**

Table 11

Total Degrees Conferred in Selected* Disciplines, 1977-78
(Senior, State-supported Institutions)

Disciplines	Degrees
Education	5115
Business and Management	3397
Social Sciences	2488
Engineering	1531
Biological Sciences	1242
Health Professions	1190
Letters (English, speech, philosophy, etc.)	1013
Psychology	937
Fine and Applied Arts	817
Public Affairs and Services	773

*Disciplines in which more than 700 degrees were awarded at all levels (bachelor's, master's, and doctoral) in a single year.

in various disciplines, the academic emphases of the state-supported institutions in 1977-78 and reflects student interests in that year. Of the 23,108 degrees awarded by the senior institutions in 1977-78, 22.5 percent were in education. Of the total degrees conferred in this discipline, almost equal numbers were bachelor's and master's degrees.

Virginia's private institutions in 1977-78 conferred 6,126 degrees at all levels. However, the only doctoral degrees awarded by these institutions were in theology. Table 12 reflects the academic emphases of the private institutions. Of the total degrees awarded, 15.5 percent were in the social sciences. A similarity between the public and private institutions is their emphasis on business and management; this discipline accounted for the second highest number of degrees awarded by both groups of institutions.

Table 12

Total Degrees Conferred in Selected* Disciplines, 1977-78 (Private Institutions)

Discipline	Degrees
Social Sciences	947
Business and Management	827
Education	819
Other (two-year transfer programs)	399
Letters (English, speech, philosophy, etc.)	368
Biological Sciences	358
Business and Commerce Technologies	277
Psychology	272
Theology	252
Fine and Applied Arts	223
Law	202

*Disciplines in which more than 200 degrees were awarded at all levels (bachelor's, master's, and doctoral) in a single year.

Faculty

The number of full-time faculty employed at Virginia's state-supported institutions has increased in proportion to that sector's student enrollment growth. It is apparent from Table 13 that the institutions, as a group, have acted to control the number of faculty awarded tenure during the past several years. In 1975-76, for example, 41.9 percent of all faculty had tenure; in 1978-79, despite an increase of more than 1,400 faculty, the state-supported institutions had a 43 percent overall tenure percentage. Increases in tenure percentage varied considerably among institutions, however.

Although faculty salaries are related to tenure at an institution, they are more directly affected by the number of faculty at the upper ranks of professor and associate professor. With some exceptions, Virginia's state-supported colleges and universities are maintaining sound balances of faculty among the various ranks. Table 14 reveals that in 1975-76, 17.5 percent of the faculty in the state-supported institutions held the rank of professor; in 1978-79, 19.8 percent of the total faculty were at this rank. The same pattern exists for the rank of associate professor. In 1975-76, 25 percent of the faculty were at this level, while in 1978-79 the percentage had increased to 27.3.

Table 13

Faculty Tenure at Virginia's State-supported Institutions (1975-76 and 1978-79)

	1975-76			1978-79		
State-supported Institutions	Number of Faculty	Number Tenured	Percentage	Number Of Faculty	Number Tenured	Percentage
Old Dominion University	514	247	48.1	563	252	44.7
University of Virginia	754	449	59.5	878	496	56.4
Virginia Commonwealth University	824	313	38.0	835	351	42.0
VPI and State University	916	420	45.9	1,288	641	49.8
The College of William and Mary	325	200	61.5	345	239	69.3
Total—Doctoral	**3,333**	**1,629**	**48.9**	**3,909**	**1,979**	**50.6**
Christopher Newport College	92	43	46.7	109	62	56.9
Clinch Valley College	50	16	32.0	41	29	70.7
George Mason University	276	97	35.1	365	151	41.4
James Madison University	335	161	48.1	415	183	44.1
Longwood College	148	92	62.2	158	99	62.7
Mary Washington College	126	75	59.5	125	86	68.8
Norfolk State University	Data Not Submitted by Norfolk State University			347	181	52.2
Radford University	238	148	62.2	281	159	56.6
Virginia Military Institute	94	69	73.4	93	69	74.2
Virginia State University	226	97	42.9	247	115	46.6
Total—Comprehensive	**1,585**	**798**	**50.3**	**2,181**	**1,134**	**52.0**
Total—All Four-Year Institutions	**4,918**	**2,427**	**49.3**	**6,090**	**3,113**	**51.1**
Virginia Community College System	1,734	360	20.8	1,999	356	17.8
Richard Bland College	33	17	51.5	30	20	66.7
Total—All Two-Year Institutions	1,767	377	21.3	2,029	376	18.5
Total—All Institutions	**6,685**	**2,804**	**41.9**	**8,119**	**3,489**	**43.0**

Source: Hegis Form 2300-3 1975-76, 1978-79

Table 14

Distribution of Faculty By Rank at Virginia's State-supported Institutions (1975-76 and 1978-79)

	1975-76						1978-79					
State-supported Institutions	Number of Faculty	Percent Professor	Percent Associate Professor	Percent Assistant Professor	Percent Instructor	Percent Other	Number of Faculty	Percent Professor	Percent Associate Professor	Percent Assistant Professor	Percent Instructor	Percent Other
Old Dominion University	514	15.0	26.3	42.2	12.6	3.9	563	20.2	29.8	34.8	11.5	3.6
University of Virginia	754	35.7	28.4	33.4	0.8	1.7	878	33.9	28.1	32.3	3.1	2.5
Virginia Commonwealth University	824	12.7	25.5	45.9	15.9	—	835	14.1	27.5	44.8	13.5	—
VPI and State University	916	24.3	25.1	37.3	12.3	0.9	1,288	26.0	25.5	36.9	10.5	1.1
The College of William and Mary	325	29.8	37.5	30.2	2.5	—	345	37.1	38.3	22.6	2.0	—
Total—Doctoral	**3,333**	**23.1**	**27.3**	**38.6**	**9.7**	**1.2**	**3,909**	**25.4**	**28.3**	**36.0**	**8.9**	**1.4**
Christopher Newport College	92	9.8	28.3	55.4	6.5	—	109	22.0	34.9	32.1	11.0	—
Clinch Valley College	50	22.0	22.0	56.0	—	—	41	24.4	36.6	39.0	—	—
George Mason University	276	10.9	27.2	55.8	6.2	—	365	13.7	28.2	52.6	5.5	—
James Madison University	335	19.4	25.7	43.0	11.3	0.6	415	19.3	25.5	39.0	15.2	1.0
Longwood College	148	16.9	32.4	40.5	10.1	—	158	16.5	34.2	38.6	10.8	—
Mary Washington College	126	31.0	28.6	34.1	5.6	0.8	125	32.8	32.8	27.2	7.2	—
Norfolk State University	Data Not Submitted by Norfolk State University						347	23.1	22.5	32.0	22.2	0.3
Radford University	238	22.7	21.8	44.5	10.9	—	281	21.4	22.8	44.1	11.7	—
Virginia Military Institute	94	43.6	18.1	33.0	3.2	2.1	93	44.1	25.8	22.6	5.4	2.2
Virginia State University	226	17.3	24.3	46.9	11.5	—	247	18.2	22.3	42.1	17.4	—
Total—Comprehensive	**1,585**	**19.7**	**25.6**	**45.6**	**8.7**	**0.3**	**2,181**	**21.0**	**26.5**	**39.4**	**12.8**	**0.3**
Total—Four-Year Institutions	**4,918**	**22.0**	**26.8**	**40.9**	**9.4**	**0.9**	**6,090**	**23.8**	**27.7**	**37.2**	**10.3**	**1.0**
Virginia Community College System	1,734	4.8	19.8	42.6	32.8	—	1,999	7.6	25.9	41.7	24.2	0.7
Richard Bland College	33	6.1	24.2	39.4	30.3	—	30	10.0	40.0	50.0	—	—
Total—Two-Year Institutions	**1,767**	**4.9**	**19.9**	**42.6**	**32.7**	**—**	**2,029**	**7.6**	**26.1**	**41.8**	**23.8**	**0.6**
Total—All Institutions	**6,685**	**17.5**	**25.0**	**41.3**	**15.5**	**0.7**	**8,119**	**19.8**	**27.3**	**38.4**	**13.7**	**0.9**

Source: Hegis Form *2300-3* 1975-76, 1978-79

The Regional and National Perspective

This chapter has presented a great deal of data about the Virginia system of higher education. Because the colleges and universities within this system compete with those of other state systems for students, faculty, and research funds, among other things, it is instructive to know how Virginia compares both within its region and nationally. The following information provides some assessment of the system according to indices which are often cited by other southern states as well as by national organizations:

- Virginia had two libraries among the major university research libraries of the nation in 1977-78: the University of Virginia and Virginia Polytechnic Institute and State University. The University of Virginia had the 26th largest collection in the nation among the members of the Association of Research Libraries and the 12th highest spending for materials. Virginia Polytechnic Institute and State University had the 90th largest collection, and the 30th highest spending for materials.
- In 19 academic fields, only one Virginia department was rated highly by faculties in a 1977 survey: the University of Virginia's Department of English. Most of the 14 states which sponsor what is known as the Southern Regional Education Board (SREB) have the same problem, indicating the relatively recent development of strong higher education in the South. Of the other 13 states, Texas has three nationally ranked departments, North Carolina six (one of which is at a private university), Maryland three (all at private universities); the rest have none.
- In 1977-78 Virginia stood 23rd nationally in higher education appropriations for

$1,000 of personal income, 22nd in appropriations per capita, and 16th in percent increase in appropriations from 1975-76 to 1977-78.

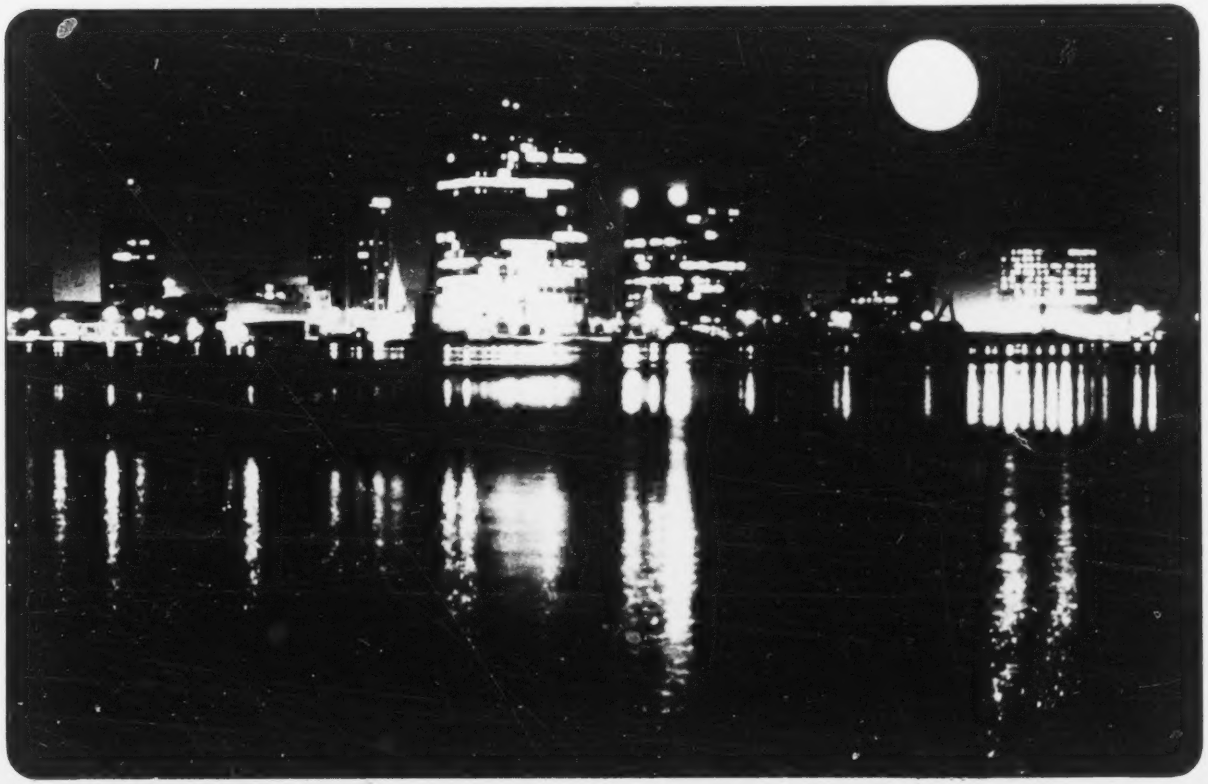
Virginia was 10th among the states in 1978-79 appropriations. When adjusted for inflation, Virginia's appropriation over 10 years increased 109 percent (300.5 percent unadjusted), giving it a national rank of 11th among the states. The average adjusted national increase was 76 percent.

- In 1978-79 appropriations per full-time equivalent student from state and local funds, Virginia was 33rd nationally and 11th among the 14 southern states.
- In 1978-79 Virginia had an enrollment in state-supported institutions of higher education that was 3.1 percent of the state's total population; this ranked it 17th in the nation, well above the national average of 2.81 percent. Among the 14 southern states, only Texas was higher (16th, 3.15 percent).
- In 1978-79 Virginia's private colleges and universities had about 13 percent of the total student enrollment in the state; the national average was 23.96 percent. Virginia stood 27th nationally and eighth in the South.
- In 1978-79 the average faculty salary nationally for state-supported institutions was $19,661. Virginia's average was $17,923. It ranked 30th among those states from which data were available. The average salaries of Virginia's full-time faculty rank as follows among the southern states:
  —first among 14 states for universities awarding more than 100 doctorates per year;
  —fifth for universities awarding less than 100 doctorates per year;
  —ninth for institutions whose highest degree is master's or professional;
  —second for institutions whose highest degree is a bachelor's;
  —first for two-year branches of senior institutions; and
  —fourth for community colleges.
- Within the southern states Virginia's average in-state undergraduate tuition and required fees tend to be high: highest for all senior institutions, and sixth for community colleges.

  Out-of-state undergraduate tuition and required fees tend to be lower compared with other southern states: between fourth and fifth for the senior institutions.
- While Virginia's average in-state graduate tuition and fees are high among the southern states (first or second), its out-of-state figures are lower (sixth or eighth), depending upon the type of institution.

These national indices, which are derived from various sources, support the Council of Higher Education's judgment that Virginia's system of higher education is basically sound and vigorous. Clearly, however, much remains to be accomplished, both to ensure that gains made in the past decade are not eroded by inflation or neglect and to continue making progress toward providing all Virginians with higher education opportunities which are among the best available anywhere in the nation.

The Issues



Enrollment Issues

After experiencing more than a decade of rapid enrollment growth, higher education in the United States faces a serious situation. A steep decline in the number of persons attending colleges and universities appears inevitable and, in fact, has already begun in some states. Virginia probably will not experience a dramatic enrollment decline, but total enrollment will level off in the Commonwealth's colleges and universities and can be expected to decline at some institutions, both state-supported and private.

The growth of higher education accelerated with the enrollment of World War II veterans under the G.I. Bill and continued with the enrollment of Korean War veterans. It was fed by the coming of age of post-World War II babies in the 1960s and early 1970s. From 1941 to 1975 the total credit and non-credit enrollment in higher education grew nationally from 1.5 million to over 11 million.

The growth was not uniform between private and state-supported public institutions. The degree credit enrollment in private institutions grew from 1.1 million in 1950 to 2.2 million in 1975. The public institutions, however, grew from 1.2 million to 7.2 million during the same period.

There was also a significant national increase in the number of colleges and universities, with private institutions increasing from 1,221 to 1,601, and the public institutions from 638 to 1,454 over the same period. In 1950, 66 percent of the nation's colleges and universities were private; they enrolled approximately 50 percent of the students. In 1975, however, 52 percent of the colleges and universities were private, but they enrolled only 21 percent of the students.

The enrollment growth in Virginia far exceeded the national average in both private and public colleges and universities. In 1954 Virginia private institutions enrolled 11,898 students and the public institutions enrolled 20,088. Twenty-four years later private college enrollments were 31,469 and public college 236,265. For Virginia's private colleges this was a 164 percent growth as compared to the national private college growth rate of 100 percent. For the public institutions, this was a staggering 1,076 percent growth compared to the national public growth rate of 500 percent.

The growth of higher education in Virginia during the past three decades reflects a fundamental change in society's conception of who should be "college educated." A Virginia Advisory Legislative Council report entitled "The Crisis in Higher Education and a Solution," published in 1955, predicted 1970 enrollments to be about 50,000. The actual number was approximately 132,000. Again, the VALC predicted a college-going rate of 16 percent for the 18-to-21-year-old population in 1970; the actual rate in 1974 was 55 percent. Finally, it was estimated that one-third of 1970 high school graduates would go on to college; but since 1970, approximately 50 percent have enrolled.

During these three decades, the principle that higher educational opportunities should be made available to all Virginians wishing to take advantage of them has been widely accepted. The Council of Higher Education, in its 1967 *Virginia Plan for Higher Education,* stressed the need to increase the Commonwealth's college-going rate and advocated greatly expanded access to higher education. In large measure these Council goals were met by means of the Virginia Community College System, which was established in 1966 and which has grown to include 23 colleges. The community colleges provide higher educational opportunities to many men and women who would not otherwise have them. Primarily because of growth in the Virginia Community College System, but also because of growth in the senior institutions, higher education enrollment in Virginia doubled between 1970 and 1978.

Such growth cannot continue indefinitely however. The combination of new population projections, based on lower birth rates in the 1960s and 1970s, forecasts of a declining number of high school graduates, and the implications of different college-going rates for various age groups combine to indicate that significant changes in Virginia's higher education enrollment pattern could occur during the next decade. The population projections call for a decrease of 5 to 10 percent in the number of 18-year-olds in

Virginia and a 6 percent decrease in the number of 18-to-21-year-olds by 1985. This is consistent with State Department of Education projections of enrollment and high school graduates which indicate that there will be 12,500 fewer seniors and 10,900 fewer high school graduates in 1985 than in 1978. Since about half the high school graduates go on to college, this could mean that there will be about 5,500 fewer entering freshmen in 1985.

Virginia's colleges and universities should attempt to increase the number of high school graduates going on to college, but doing so will not be easy. The percentage has remained roughly the same for more than ten years, despite the developmentof exciting new higher education institutions and programs and despite the greatly increased accessibility of the state-supported colleges and universities. The Council, in its forecasts of enrollment to 1990, has no reason to assume that the percentage of Virginia high school graduates going on to college will increase.

The states from which Virginia enrolls the majority of its out-of-state students are forecast to have much greater declines in the number of 18-year-olds than that anticipated for Virginia; some will decline more than 20 percent. This means that Virginia's colleges and universities cannot expect to draw more students from other states unless they increase their recruiting from the few states that are not experiencing declines of 18-year-olds (such as Florida). It also means that Virginia's young people will be more actively recruited by institutions in other states.

Virginia continues to export students; the estimated number of Virginia residents attending non-Virginia colleges exceeds the number of non-Virginia residents attending Virginia institutions by approximately 12,000. The State's colleges and universities must make every effort to reverse this trend. Again, this will not be easy. The Council of Higher Education, in its 1973 projections, planned for a reduction in the net export of students, because Virginia's state-supported system of higher education was developing so many attractive options. However, the net export remains about the same today as it was then. The Council encourages Virginia's colleges and universities in their efforts to keep Virginians in the Commonwealth for their higher education, but does not include a change in the net export of students in its enrollment projections for 1979-90.

A troublesome combination of factors could develop:

> (a) the number of out-of-state students in Virginia's institutions could decline by 10 to 15 percent on the basis of the population projections for those states from which Virginia draws most of its students;
>
> (b) the number of in-state entering freshmen might decline by 5,500 because of smaller high school graduating classes; and
>
> (c) the out-migration of high school graduates might increase because of increased recruiting activity in Virginia by colleges in other states.

The cumulative effects of these factors could mean a reduction of 12,000 to 15,000 full-time undergraduate students by 1985.

Early in 1979 the Council of Higher Education approved revised enrollment projections through 1990 for the public colleges and universities, taking into account demographic trends. The great majority of the enrollment growth is expected in the urban regions of the State—Northern Virginia, Tidewater, Richmond, and Roanoke. Students from these regions represent 56 percent of the students currently enrolled in higher education and are expected to represent approximately 59 percent by 1985. These students are important to all institutions and not just to those which are located in the urban areas. How the Commonwealth responds to demands for more educational services in the urban areas could influence the distribution of students and resources among public institutions and between the public and private sectors.

Because urban population growth will have a significant impact on future enrollment trends, some general characteristics of urban students should be noted:

1. Urban high school graduates tend to enroll in college at rates significantly above the State average.
2. Reflecting the relative affluence and mobility of urban, and especially suburban residents, a high proportion of the high school graduates decide to go away to college, both to out-of-state institutions and to residential institutions in Virginia.

3. Many of the students in urban colleges and universities are older, employed, and have families. They are "place bound" and likely to study part-time; because they are older, many seek graduate degrees.
4. Many of the urban students will choose to "drop in and out" frequently or not to register for courses continuously. This can have the effect of extending the normal completion period for a degree program, often by two or three years.
5. Many of them will not seek admission to a specific degree program, but enroll only in courses that interest them.

Given the characteristics of the urban population, the urban colleges and universities will probably continue to enroll larger numbers of part-time students. This means that it will take more and more "headcount" students to make up the equivalent of a full-time student. In the community colleges, for instance, 79 percent of the 1978-79 enrollment was part-time. In some community colleges it takes an average of three students to make up the equivalent of one full-time student.

As the 18-to-21-year-old segment of the population declines, the 18 to 34 segment will grow. The Council does not believe, however, that the increase in older students will be sufficient to compensate for the loss of younger ones. The older students are more likely to be part-time and seem to be taking fewer courses at any given time. In addition, persons in the 22-to-34-year-old segment are much less likely to enroll in higher education than 18-to-21-year-olds.

In the coming decade Virginia can expect its colleges and universities to increase their efforts to attract students from a stabilizing or declining pool. A significant reduction in the number of potential full-time freshmen will pose a problem for many institutions because full-time freshmen and undergraduates in general are the primary residents of dormitories. In fall 1978 the number of full-time, new freshmen declined by 1.1 percent in the public institutions and by 1.2 percent in the private colleges. Further declines in full-time freshman enrollment could eventually result in under-occupancy of dormitory space. This, in turn, could lead to financial problems for some institutions. Many of the revenue bonds used to finance construction of dormitories are backed by the credit of the Commonwealth; if money is not available from dormitory fees to retire the bonds, general fund tax revenues may have to be used for this purpose. Any significant new dormitory development should, therefore, be reviewed with concern for its systemwide fiscal impact.

Public colleges and universities have experienced the majority of enrollment growth over the last two decades, but it is likely that the private colleges will experience a significant portion of any enrollment decline. The private colleges enroll a much higher proportion of their students from the 18 to 21 age group than do the public institutions. They also attract a larger number of their students from other states, especially those states anticipating large decreases in their 18-year-old populations. As a group the private colleges appear to have less flexibility to respond to declines in the number of applications they may receive from prospective first-time freshmen. Also, only a small number of the private institutions are located in the regions where population growth will exceed the State average.

Private college enrollments have been helped during the past several years by the Tuition Assistance Grant and Loan Program (TAGLP). Under this program each Virginia resident who attends a private college is eligible upon application for a tuition grant which is intended to help defray the higher costs of private higher education. In 1974 the program made loans of $400 per student; the 1978 session of the General Assembly directed that only grants be given. In 1979-80 the grant will be $550 per student.

A study co-sponsored by the Council of Higher Education and the Council of Independent Colleges of Virginia in 1977 indicated that about half of the recipients of the tuition assistance grants or loans would not have attended private colleges if the funds had not been available. The program thus appears to contribute significantly to the health of Virginia's private institutions.

The increasing number of part-time students expected in community colleges and urban institutions will, in general, make projecting enrollments more difficult. Part-time students are less predictable; even if their number can be forecast, the number of courses they will take can still vary widely. The enrollment projections should, therefore, be reviewed more often and procedures should be developed for budgetary adjustments during non-budget sessions of the General Assembly. The Council believes that the current two-year cycle for revising enrollment projections should be changed to an annual cycle for all institutions. This is especially important because Virginia's population increases will occur as a result of migration into the State rather than an increased birthrate. Migration is more volatile than birthrate and can change from year to year. Projections should, therefore, be revised annually.

It should be understood that appropriations made for a two-year period will be subject to adjustment on the basis of new enrollment forecasts. This has, in fact, been done by the General Assembly in the 1977 and 1979 non-budget sessions. Budget adjustment procedures should be developed which recognize that many higher education expenditures are fixed and not dependent upon enrollment.

Finally, the Council of Higher Education believes strongly that the colleges and universities of Virginia, both state-supported and private, are sources of great benefit to the Commonwealth. Should it become necessary to close any college or university, or a campus of an institution, a valuable asset will be lost. Nonetheless, the prospect that institutions will close because of enrollment declines must be considered, and the time to plan for closings is before they happen.

The Council will ask the public and private institutions to assist it in developing guidelines to help determine when an institution or campus should be closed or its mission adjusted to be more consistent with current enrollments. Furthermore, procedures should be developed for such closings or adjustments, addressing such issues as how the records of an institution would be maintained if an institution is forced to close.

The Emerging Role of Virginia's Urban Universities

The past decade has been one of unparalleled growth in Virginia's system of higher education. Enrollments have more than doubled, and the number of degrees conferred is almost twice today what it was in 1968-69. Appropriations per full-time equivalent student have more than doubled also, although the nation's persistent inflation has eroded the value of the dollar so severely that two dollars are required today to buy what one would buy ten years ago. Nonetheless, higher education had $385 million in operating income during the 1968-70 budget period and more than $1 billion during the 1978-80 budget period, a strong indication of Virginia's continued support of its higher education system.

A major portion of the phenomenal growth in Virginia's system of higher education has, of course, been in the community colleges. The Virginia Community College System has reached maturity during the past decade, and 23 colleges, several with more than one campus, now serve the citizens of Virginia. In addition, however, there has been considerable growth among the senior institutions, and especially among the Commonwealth's major urban institutions.

The *Virginia Plan for Higher Education*, published in 1974, identified three universities as the focal institutions for higher education in Virginia's major urban areas: George Mason University in Northern Virginia, Old Dominion University in Tidewater, and Virginia Commonwealth University in Richmond. The growth and development of these three universities during the past five years has been especially significant.

Two other senior state-supported institutions of higher education serve urban areas of Virginia: Norfolk State University and Christopher Newport College. Both institutions are located in Tidewater; Norfolk State University has served Norfolk for 40 years, while Christopher Newport College has served Newport News and Hampton for 20.

While the 1974 *Virginia Plan* was generally assessed by persons within Virginia and across the nation to be a thoughtful, thorough, and comprehensive statement of how higher education should develop in Virginia, it failed to recognize fully the future significance of the urban colleges and universities. The presence of colleges and universities in densely populated areas of the Commonwealth was recognized, as it was in the 1967 *Virginia Plan*, but their significance was not completely appreciated. It is fair to say that neither the Council of Higher Education nor others who have responsibilities within the system of higher education anticipated the rapid growth and development of the urban institutions, and particularly of the three focal universities. The growth is not just in enrollment; it is also in the breadth of academic degree programs offered by the institutions and, most important, in the extent of their public support.

While the urban institutions have developed much more rapidly than anticipated, the fact that they have done so only points up the wisdom of conceiving of planning as a continuous process, subject to revision at regular intervals and always open to the unexpected.

An excellent description of the urban university was published in the 1967 *Report of the Commission to Plan for the Establishment of a Proposed State-Supported University in the Richmond Metropolitan Area*. The Commission, whose report recommended the creation of Virginia Commonwealth University, saw clearly that the future of the nation "depends in large part upon the wisdom with which we attack and solve the dilemmas of our cities. . . . It is therefore important that we anticipate the possible role of the university in the solution of these problems."

Ironically, the foresight of the Commission did not have as great an effect upon subsequent planning as it might have had. Virginia is not alone, however, in having failed to anticipate five years ago how significant the urban institutions would become by 1980. Indeed, the myopia was national. The prestigious and well-funded Carnegie Commission on Higher Education, which has published dozens of reports during the past decade, completely missed one key aspect of the issue. Its 1972 report on *The Campus and the City*, which claimed to "give scrutiny to higher education in urban contexts," overlooked entirely the question of how much advanced education the urban university should offer; in fact, graduate education is not a topic of discussion in the Carnegie report. The primary assumptions seem to have been that while there were densely populated areas (cities and suburbs) and institutions of higher education within them, both the basic characteristics of the American population and the basic college-going patterns of the American people would remain the same. It is now clear that these assumptions were incorrect.

Most large metropolitan centers of the South have urban universities that were either created in response to the enrollment growth of the 1960s or given a significant boost by that growth. A major issue facing higher education in Virginia today is that of defining the mission of the designated, focal urban universities within the system of higher education, given the fact that they are not the designated, established comprehensive universities in the system. This issue is not as pressing in states which have urban centers that are not growing rapidly or in those in which the designated, established comprehensive universities are located within the urban centers.

The mission of the urban university has typically been defined as including 1) access to undergraduate education for the urban population, including minority students; 2) graduate and professional education, largely part-time, for the urban population in general; and 3) response to the public service and research needs associated with the various problems of densely populated areas. All three components of the urban university mission warrant careful consideration, although planning for graduate and professional education is by far the most critical today.

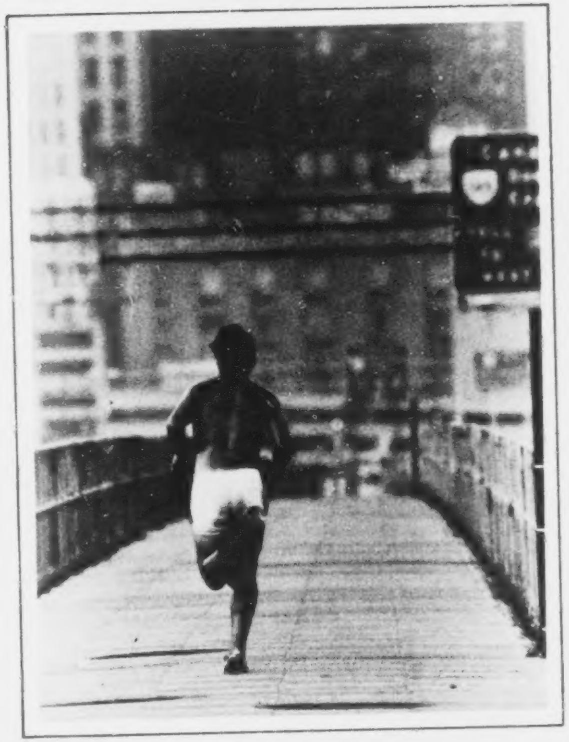
The reasons for the rapid development of Virginia's urban institutions are not hard to come by. In the first place their development is the result of the patterns of population growth in the Commonwealth, most of which will continue to be in three areas: the Northern Virginia suburbs of Washington, D.C., the greater Richmond area, and theTidewater area. As the populations of these three areas grow, so do their demands for increased services from the State, including access to higher education opportunities. In addition to population growth, the characteristics of the populations of urban areas is changing as well. These trends, which are discussed in some detail in the paper on enrollments, are largely shaped by a new type of student which is found primarily in the urban areas.

Unlike the 18-to-21-year-old full-time student, the main focus of whose life is the college or university, these new students are engaged in complex, often hectic lives which have many different foci, only one of which happens to be higher education. They place heavy demands for educational opportunities upon colleges and universities to which they commute. As a result there is strong regional political support for these institutions. The emergence of the urban colleges and universities in Virginia is simply a reflection of the fact that there are more of these students in the three major urban areas of the Commonwealth than there are elsewhere and that these students demand to be served.

In the face of this increased demand for urban educational opportunities, it must be recognized that enrollments across the system of higher education as a whole will level. The limited resources available will not be sufficient to meet every institutional aspiration or regional demand, but it is critical that development of the educational system continue. The Council will continue to point out the importance of adequate funding so that the educational needs of Virginians can be met. The Council further maintains that the major problems facing our society warrant more, rather than less, support for higher education.

The Council of Higher Education has attempted to recommend the allocation of resources and the distribution of educational opportunities in a fair and equitable manner to promote continued development of the system. However, the State neither has an obligation, nor can afford, to duplicate educational services in order to make virtually all the services available within commuting distance of Virginia's citizens.

The Council of Higher Education believes that there is a sufficient number of doctoral programs in the traditional arts and sciences offered within the United States to serve the needs of society quite adequately. In fact, the Council believes that the termination of some doctoral programs throughout the nation would probably have a salutary effect on higher education as a whole by enabling institutions to offer fewer programs with greater resources and higher quality. This observation is not offered with particular reference to Virginia, where the doctoral programs in the traditional arts and sciences are concentrated almost entirely at the University of Virginia and Virginia Polytechnic Institute and State University. The Council believes, however, that these programs should not be offered by the three focal institutions for the major urban regions or by other Virginia universities.



Virginia's institutions of higher education now offer 129 doctoral degree programs; about half of them have been started in the past 12 years. These programs have not, for the most part, acquired national reputations. A SREB publication, *The Closing System of Academic Employment* (1978) states that while the

> "South may be nearing parity with other regions in the quality of many of its graduate programs, the general outlook is that the region will still be at some disadvantage as its new Ph.D.'s begin to compete vigorously with their counterparts from other regions. This effect could represent a greater surplus of new doctorates over the demand for them when one looks at the South in the context of the entire United States rather than in isolation."

Although a number of doctoral programs prepare persons for careers that are not academic, the Council finds the SREB assessment of the general status of doctoral education in the South persuasive. The Council urges, therefore, that the arts and sciences doctoral programs which normally lead to academic careers be strengthened with whatever funds are available, and that new programs not be started in these disciplines.

There are, however, advanced degree programs which are especially suited to the mission of the urban universities. Among them are public and business administration, social work, education, and criminal justice. Virginia's urban colleges and universities have developed thus far with particular emphases, some of which are uniquely suited to one particular urban area and others of which are appropriate for all urban areas. Virginia has the beginnings of a good differentiation among its urban institutions. The immediate future holds the potential to destroy that differentiation by starting one of everything at each institution.

Virginia Commonwealth University is distinctive for its emphasis on health and the fine arts; Norfolk State for its pure and applied social science and commitment to the underprivileged; Old Dominion for its marine science, engineering, and the applied sciences, especially as they relate to health. George Mason for its emphasis on public affairs and administration; Christopher Newport for its successful blend of the liberal arts and sciences with career preparation at the undergraduate level, and its service to members of the military and their families. But there are pressures for a fine arts emphasis here, more health programs there, public administration there; in short, the maxim that institutions will naturally tend to become more and more alike is applicable in Virginia.

The Council of Higher Education believes that the three universities designated in 1974 as the focal institutions for higher education in Virginia's major urban areas should retain that designation. In the Tidewater area, however, where there are three urban senior institutions, cooperation among them is critically important. Old Dominion should continue to serve as the regional, urban university for Tidewater, offering undergraduate and graduate programs through the doctoral levels which are particularly appropriate to the needs of Tidewater. Norfolk State University should continue to develop its academic degree program offerings at the baccalaureate and master's levels. The two universities are encouraged to continue the cooperative efforts which have proven successful in the past, and to explore new areas in which cooperation is possible.

Following a 1974 *Plan* recommendation, Norfolk State University has agreed to phase out its associate degree programs by 1982-83 as it develops new baccalaureate and master's degree programs. At the same time, in its effort to attract increased numbers of white students to its campus, Norfolk State is developing transfer agreements with local community colleges. These agreements, which concentrate on occupation-technical programs, are designed to encourage students who graduate with two-year degrees to transfer to Norfolk State and continue work toward bachelor's degrees. The Council of Higher Education encourages Norfolk State University and the community colleges to continue developing transfer agreements, and see such agreements as a distinctive part of Norfolk State University's mission.

Christopher Newport College should continue its development at the baccalaureate level, serving the students of its area as undergraduates and preparing them for graduate work at Norfolk State University, Old Dominion University, and The College of William and Mary, all of which are within 50 miles of Christopher Newport College. The College should continue its cooperative work with both senior institutions and community colleges.

The urban colleges and universities face common problems and have common understandings of the densely populated areas they serve. They should cooperate with one another, sharing academic resources whenever possible, seeking to make the unique academic strengths of each institution available throughout all the urban areas of Virginia.

The comprehensive universities, the University of Virginia and Virginia Polytechnic Institute and State University, also have an important role to play in the urban areas of Virginia. Of course, they will continue to enroll sizable numbers of students from these areas who wish to study at Charlottesville or Blacksburg. Beyond that, however, these institutions should provide educational opportunities in the urban areas when these opportunities cannot be provided by the urban universities.

Today, the urban colleges and universities can meet most of the higher education needs of their urban areas. The public administrators, business men and women, and teachers can get almost every educational service they need from their local urban college or university. Under these circumstances, Virginia's two comprehensive universities should reduce their activities in the Commonwealth's urban areas to provide only the most highly specialized programs,

those with costs too high to warrant duplication, and those for which there is a relatively low or short-term demand.

If the comprehensive universities are to restrict their off-campus activities to high-cost or short-term programs, the Commonwealth should support more adequate funding for these programs. The paper on off-campus courses and programs discusses the need for a new approach.

While the interest in graduate education and therefore the relationships among the focal urban universities and the comprehensive universities are matters of paramount concern, the issue of access to the entry levels of higher education is also extremely important. Consideration of this issue involves examination of the relationships of the urban colleges and universities to the urban community colleges. The emerging role of the urban senior institutions should be defined in light of a decade of strong commitment to the community colleges which have developed in different ways in each of the three major urban areas. In all three urban areas, however, the senior institutions and the community colleges are increasingly beginning to compete for a common pool of students. All of the urban institutions accept at least three-fourths of their applicants, while the community colleges are open-admission institutions and accept virtually all applicants.

The Council of Higher Education believes that it would be premature to restrict either the urban senior institutions or the urban community colleges. By 1981, however, when the *Virginia Plan* will again be revised, the enrollment and population trends which will characterize the 1980s will be more clearly defined. At that time it may be appropriate to recommend, for instance, that senior institutions reduce their freshman and sophomore enrollments or that the community colleges discontinue their liberal arts and sciences college transfer programs.

The Council's position on these and other matters clearly conflict with some institutional aspirations, and will, if supported by the General Assembly, mean that growth will be very carefully circumscribed and generally limited. In the Council's view this is quite simply the only responsible way to plan for higher education in the next decade.

The emerging role of the urban college and university is an exciting phenomenon in Virginia higher education. By calling attention to it in this edition of the *Virginia Plan*, the Council of Higher Education does not intend to overlook the extremely significant contributions of other institutions of higher education to the well-being of the Commonwealth. These contributions deserve enthusiastic support and, with it, those institutions will continue and improve. At the same time, the growth of the focal urban universities should be recognized as distinctly changing the profile of higher education in Virginia. With proper planning the change will add new dimensions to what is already a strong and diverse system of colleges and universities.

Teacher Education Programs

The 1974 *Virginia Plan for Higher Education* stated that the relationship between human resources and higher education was a key issue. This issue has remained important, although its focus has shifted over the years. In 1964 the need for additional school teachers was so critical that Virginia school systems were apprehensive about finding enough teachers for the next decade. Higher education responded admirably to the needs of the public schools, and by 1974 the *Virginia Plan* noted that "there are professions in which manpower surpluses now exist. . . . For instance, while the great surpluses of elementary and secondary school teachers may be in part exaggerated, there is no doubt that the need for teachers is not as critical as it was 10 years ago."

That there are today national surpluses of persons trained to be teachers is not seriously questioned. No education department or school, of course, is solely responsible for this situation, and there is evidence that student interest in education is waning now that the difficulty of obtaining teaching jobs is common knowledge. There is no single statistic available to indicate whether there is at present an overproduction of education graduates in Virginia; indeed, there is no such statistic for any discipline. There are data, however, which indicate the nature of the current situation.

Virginia's public schools employ approximately 65,000 instructional personnel; almost 150,000 persons are certified to teach. In 1977-78 state-supported colleges and universities conferred 5,216 degrees in education; 819 more were granted by private institutions. During the same year, the State Department of Education certified almost 6,000 new teachers, and 4,465 first time teachers were employed.

Obviously it is not to be expected that every education graduate of an approved Virginia teacher education program should seek and find a job in one of Virginia's public schools. Persons seeking employment as teachers migrate from and to Virginia; one estimate holds that only about half of the new, first-time teachers hired in 1977-78 were graduates of Virginia colleges and universities. Further, of those hired as teachers, it is estimated that about 20 percent had degrees in disciplines other than education, such as the liberal arts.

The situation could be worse, and would be, if students were not turning to other fields. In 1977-78 about 22.5 percent of all the degrees conferred by state-supported colleges and universities were in education. Only seven years ago, however, fully one-fourth of the degrees conferred were in education. For the first time in 12 years, the greatest number of bachelor's degrees conferred by the state-supported institutions was not in education. That distinction now belongs to business, and the Council of Higher Education plans to examine business programs in the colleges and universities in its 1981 update to the *Virginia Plan*.

The fact that Virginia has produced too many teachers does not, of course, mean that there are not subject fields in which there are shortages. For example, a recent study shows strong demand for industrial arts teachers in Virginia and 20 other states; only nine states showed no shortage. The response of higher education to the over-supply problem must be sufficiently flexible to allow preparation in subject fields where there is demand.

The drop of education to second place in the number of bachelor's degrees conferred is one indication that market considerations will reduce the number of persons preparing themselves to enter the teaching profession. There are other signs as well. A recent Gallup Poll reported that only 13 percent of college students today want to enter teaching as a career, as opposed to 23 percent five years ago. An article in the *Chronicle of Higher Education* cited a survey of college freshmen in which only 6.2 percent of the class of 1982 want to become teachers. Nationally the number of college graduates majoring in education declined 4 percent from 1977 to 1978.

These are good signs, but it is still not certain that the colleges and universities can reduce the number of persons prepared to teach as quickly as the demand for new teachers will probably decline. Public school enrollments in Virginia have begun to drop.

By 1985 there will be 123,000 fewer children in the Commonwealth's elementary and secondary schools than there are this year; the drop will be from more than a million students to just over 900,000. In states surrounding Virginia, the enrollment declines will be even greater.

It is difficult to respond to changes in demand for persons trained in one profession or another. It is even more difficult to respond correctly. There is now an oversupply of teachers, and demand will continue to drop during the next five to ten years. At the same time the public schools continue to need teachers in certain fields such as industrial arts and to need new kinds of teachers. There are new approaches to meeting the needs of handicapped children; there are the considerable problems of urban schools. Competency testing places new demands both upon teachers and upon the higher education system responsible for preparing teachers and responsible for providing higher education opportunities to most of the public school graduates who desire them.

In brief, the relationship between the needs of the public schools and Virginia's colleges and universities is still a key issue, as it was in 1974. For this reason, the Council of Higher Education believes that a discussion of teacher education programs is especially appropriate. The Council also believes that the next several years offer Virginia's colleges and universities a rare opportunity to provide leadership in teacher preparation and to help shape the course of public school education.

Because of the growth of Virginia's public schools during the past decade, those employed as public school teachers are relatively young. For instance, only 7.5 percent of those employed in Virginia's public schools were over 55 years old in 1978-79; 76.5 percent were age 45 or younger. More than three-fourths of the teachers in Virginia's public schools are at least 20 years from retirement.

This suggests that there are few opportunities for career mobility in the public school teaching system. There will probably be relatively little turnover of public school employees; this, coupled with declining enrollment and the need for fewer teachers overall, will mean that there are very few opportunities for new teachers to enter the profession in Virginia.

With the possibilities of expansion sharply reduced in the coming decade and with the absence of many young teachers coming into the schools, teaching staffs could begin to suffer from a lack of new ideas and approaches. In such situations, the incentive to continue professional growth can be removed. Yet the changing needs of the public schools make this a time when additional training is of paramount importance to help teachers adapt their techniques to new situations and develop new skills.

For example, Federal law now requires that children with physical, emotional, or learning disabilities be included to the extent possible with other children in regular classroom activities, the intent being to insure equal educational opportunity to all children. Such a requirement will, however, mean that regular classroom teachers need skills they might not possess. Special education programs, which prepare teachers to deal with children who have disabilities of one sort or another, are going to become increasingly important. It will not be sufficient to have one or two special education teachers in a school (or to have one special education teacher serving two or more schools); all teachers will need the skill to deal with physically, emotionally, or learning disabled children.

To take another example, the testing of all students to establish their basic competencies before they are awarded high school diplomas poses major problems both to Virginia's public schools and to the colleges and universities. Population growth in Virginia during the next decade will be largely in the urban areas. Although the next increase in public school enrollment will not be sufficient to restore enrollment to the level from which they are now declining, the increase will bring with it a new set of challenges because a large proportion of the new students who enter the urban public schools will be black or members of other minority populations. Initial competency test results reflect much higher rates of failure among minority students than among whites, and the public schools are faced with the difficult challenge of modifying the educational programs to insure that every student has an equal opportunity to develop competence in dealing with the material presented in the curriculum.

For the colleges and universities, however, the challenge is two-fold. First, the teacher preparation programs must prepare both prospective teachers and teachers already in the field to work effectively in the multi-racial, multi-lingual, multi-cultural schools of tomorrow. This is an absolutely critical responsibility. To help the colleges and universities, the Council of Higher Education will encourage greater dialogue between the State Department of Education and public school systems with those institutions responsible for teacher preparation. New courses in multi-cultural education may need to be developed; new forms of practice teaching may also be needed; courses in the dynamics of human relationships will be essential for teachers in the coming decade.

Higher education's second concern with competency testing in the public schools is the way in which such testing shapes the public school curriculum. The public schools are higher education's major source of new students. Although public school enrollment will drop and the number of high school graduates will decline from over 70,000 this year to 61,000 by 1985, the public schools will continue to provide most of the new students who enter higher education. This is especially true, of course, for those colleges and universities which are primarily residential in nature.

Competency tests will probably affect the public school curriculum, and the students who enter Virginia's colleges and universities from the public schools will come with skills and attitudes that have in part been shaped by their public school experiences. For this reason, Virginia's colleges and universities have a very great stake in helping to define the competencies required of public school graduates. For instance, if competencies are defined narrowly, so as to exclude the ability to deal effectively with one's responsibilities in a complex, democratic society or one's abilities to appreciate the fine arts, students entering higher education may have little preparation or sympathy for a wide portion of the liberal arts and sciences. As a result the current tendency to slight the arts and sciences in favor of more narrow career preparation will be accentuated. While the Council of Higher Education believes that college students should be assisted in preparing themselves for meaningful work upon graduation, it also believes strongly in the value of the traditional arts and sciences.

Here again, the Council of Higher Education will encourage increased dialogue between the public school and higher education sectors of Virginia's state-supported educational system. Not only is state-supported higher education in Virginia best regarded as a coherent system, the whole of state-supported education, from kindergarten through graduate school, is also a system, each sector of which should be as closely attuned to the others as possible.

There is another kind of competency testing which has great significance for higher education. Legislation adopted by the 1979 session of the General Assembly will require every teacher seeking initial certification on or after July 1, 1980, to take a competency examination prescribed by the State Board of Education. Here again the competency examination will probably affect and be affected by the curricula of the teacher education programs in Virginia. The Council of Higher Education hopes, however, that the examinations set by the State Board of Education will be based upon a careful assessment of what teachers in the public schools must know and be able to do in order to be effective. Such examinations would not only measure the competencies of those who graduate from Virginia's teacher education programs; it would also measure the adequacy of the teacher preparation programs themselves.

The competency examinations for teachers are yet another reason why the public schools and colleges and universities should be in closer contact with one another. Virginia's colleges and universities, particularly those with extensive research capacity in the field of education, can assist the State Department of Education in assessing what teachers must know and be able to do in order to function effectively in the classroom. Being somewhat removed from the firing line of day-to-day work in the school systems, the college and university faculty members can provide a useful theoretical balance to the practitioners' points of view. They, in turn, benefit from frequent exposure to the problems faced by their graduates as teachers in the schools.

Virginia's state-supported colleges and universities are in fairly good position to make needed changes to their teacher education programs. In 1975-76 the direct instructional cost of teacher education courses in Virginia was $14.5 million. This was slightly more than 10 percent of the total amount spent directly on instruction in the state-supported institutions. With this level of expenditure and with the prospect of enrollment declines in teacher education programs, especially at the undergraduate level, Virginia's institutions have an opportunity to make needed improvements in their teacher education programs. They also should use some of the funds now expended for teacher preparation programs in other areas of the curriculum to which student demand is shifting.

The faculty members who teach in education programs are relatively young. As a group, they are also mostly untenured; the 1976 study of "Faculty Tenure and Activity in Virginia" showed that only 37 percent of the education faculties in Virginia held tenure. Assuming that this percentage has not increased dramatically during the past four years, the colleges and universities have a great deal of flexibility to modify their teacher preparation programs to meet the needs of the next decade or to reallocate faculty positions and funds to other disciplines. In this regard, Virginia is in a very fortunate position when compared to many other states, some of whose faculties are tenured at rates approaching 75 percent.

One possible result of a closer relationship between the State Board of Education and the public school systems on the one hand and the Council of Higher Education and the colleges and universities on the other could be the designation of model education programs at selected institutions of higher education in the Commonwealth. These models could serve as pilots while competency examinations for both public school students and prospective teachers are developed and as curricula are modified in response to changing perceptions of need. The Council would focus new program development toward the model programs, which should probably be distributed geographically around Virginia. If such an approach were determined to be feasible, the Council would designate model programs in consultation with the State Board of Education.

While program development would be focused on the model programs, Virginia's institutions of higher education should be encouraged to modify their teacher education programs to meet the specific needs of the areas they serve. This would lead to a better differentiation in mission among schools of education. Such differentiation would be innovative in itself. Although Virginia has a diverse system of higher education, the teacher education programs of its colleges and universities appear, in most respects, to be quite similar.

Currently there are 241 programs leading to degrees in education offered by Virginia's senior colleges and universities. This is more than 20 percent of all the degree programs at the senior institutions and far exceeds the number of programs offered by them in every other discipline. The Council of Higher Education urges the colleges and universities to eliminate from their offerings those programs which are not essential to the regions of the State which they serve. As new programs are initiated to serve changing needs, less-needed programs should be terminated.

Virginia's colleges and universities, both public and private, clearly have an important stake in the well-being of the elementary and secondary schools. The dislocation between the demand for teachers and their supply offers a number of opportunities for creative change. While the number of undergraduates preparing to teach declines, the quality of the programs, and the practice teaching can be improved. What was once a high-volume activity can become increasingly attentive to developing individual skills to the highest possible degree.

Graduate education for teachers can also become something more than it is today. The Council of Higher Education believes that public school administration will move toward common traits with the general administration of human service agencies of local government. It also believes that teachers need not only acquire new skills and refurbish old ones through continuing education, but that they also need a chance to grapple again with the subject matter they teach. It is clearly not enough to study mathematics or American literature as an undergradate and then concentrate continuing education upon teaching methods. Like any other professional, the teacher needs mastery of a body of material and a set of skills. The possibilities for creative continuing education are endless.

The introduction of teacher competency examinations raises the possibility that substantial revisions can be made to certification requirements which often seem to emphasize "credit hours earned" rather than ability. Student competency testing presents an opportunity for colleges and universities (not just their schools and departments of education) to influence the public schools, not just because they are a source of jobs for college graduates, but also because the abilities of the students in Virginia's elementary and secondary schools today will help to shape Virginia's higher education tomorrow.

Higher Education Finance in the 1980s

Higher education is entering into a difficult time. This is not unexpected. Periods of stability or even decline can be expected to require difficult adjustments after prolonged periods of expansion and growth. New styles of management, new approaches to complex problems are called for as the funds available to support the high aims and valuable contributions of the state-supported system of higher education become more scarce.

Funding for Virginia's colleges and universities is based largely upon their enrollments. During the past year, many questions have been raised about the accuracy of enrollment forecasts prepared by the institutions and approved after modification by the Council of Higher Education. While the Council willingly acknowledges some difficulty in making completely accurate forecasts, it should be noted that its forecasts have, on the whole, been very accurate. In fact, in predicting the number of students who would register at the colleges and universities each year (the "headcount" enrollment), the Council has consistently been within 1 percent of the actual figures. In converting this headcount enrollment to the equivalent of full-time students (known as "full-time equivalent" or FTE enrollment), which is the basis for funding, the Council's forecasts have again been extremely accurate over the past four years.

The major difficulty which the Council has experienced is in estimating the full-time equivalent enrollment of the community colleges; this difficulty is occasioned by the open admission policy of the community colleges and by the increasing number of students who attend college part-time and register for only one or two courses. The Council has been quite accurate in estimating how many people would register; it has not been as accurate in anticipating the number of courses for which these students would register. This is a phenomenon, however, experienced by planning agencies throughout the nation in attempting to estimate community college enrollments.

While the Council acknowledges the difficulties in this area, the Council believes that on the whole the budget-building and funding procedures for higher education in Virginia have been sound and responsible. It further believes that the enrollment forecasts upon which funding is largely based have been quite accurate when compared to other types of forecasting which are done by industry and government.

Nonetheless, the Council believes that new approaches are appropriate for the coming decade. In this paper the Council calls for changes in Virginia's method of budgeting for higher education operating costs and for changes in the tuition and fee policies of the Commonwealth and of the colleges and universities. It also calls for restraint in building new facilities within Virginia's state-supported *system* of higher education.

In all of this the Council of Higher Education calls for continued recognition of the fact that Virginia has a state-supported *system* of higher education. In a period of extremely limited growth, decisions made about one institution will almost certainly have effects upon others throughout that system. Higher education priorities must be assigned on the basis of what is good for Virginia as a whole, and the interests and aspirations of the several colleges and universities must be more carefully coordinated than ever before. It is in this spirit that the Council offers the observations contained in this paper.

Operating Funds

For more than a decade, budgeting for educational and general (E&G) expenditures in Virginia's state-supported institutions of higher education has been heavily oriented toward the use of budget formulas or guidelines. These have been specified in the *Budget Manual* which is prepared every two years prior to the budget session of the General Assembly. Since 1974 the Council of Higher Education has had responsibility for developing these guidelines, in cooperation with representatives of Virginia's state-supported colleges and universities and the Department of Planning and Budget. This means that the Council has played a major role in the higher education budgets for 1976-78, 1978-80, and now 1980-82.

The educational and general budgets are divided into seven different programs:

1. Instruction—including regular session, off-campus, summer session, and community education.
2. Research—including that research which is paid for or sponsored by the Federal government, foundations, industry, or the Commonwealth itself.
3. Public service—including those other activities which the institutions of higher education undertake in an organized manner for the general good of the population.
4. Academic support—including the administrative support for instruction, research, and public service programs, audio-visual activities, computing related to academic activities, and the library.
5. Student services—including such activities as admissions, financial aid, student counseling, and intramural athletics.
6. Institutional Support—including the Office of the President and the chief administrators of the institution, the business activities of the institution, administrative computing, and various logistical services.
7. Operation and maintenance of physical plant—including general operation and maintenance.

Of these, only research and public service have no guidelines. For the rest, guidelines are used to determine the numbers of faculty, administrators, and classified positions, as well as the funds made available for library books and periodicals. When faculty salaries and fringe benefits are applied to the positions generated by the guidelines, the resultant sum is approximately 70 percent of higher education's educational and general funds.

For the most part the guidelines are based upon the student enrollment at an institution. Only funds for library books and periodicals and staff positions in operation and maintenance of the physical plant are influenced by other factors. This heavy reliance upon enrollment means that in a period of enrollment growth, additional students are funded at the same average rate, apart from inflation, as students in the previous budget period. In other words, increases in State appropriations are almost entirely commensurate with enrollment growth. This system of budget guidelines has served higher education well during a period of unprecedented growth, but it will not serve as well in the coming decade of enrollment stability or decline.

The rate at which enrollments are increasing is rapidly slowing. Council of Higher Education projections call for virtually no increases in full-time equivalent (FTE) student enrollment beyond 1985. This does not mean, however, that enrollments at each institution will be steady. The Council projects uneven growth and decline throughout Virginia's sytem of 39 state-supported colleges and universities as the population changes in various parts of Virginia, as academic degree programs are changed, and as students' perceptions of institutional attractiveness shift.

For institutions with continued enrollment increases, the future is relatively secure. But because the present budget guidelines work the same way in decline as they do in growth, the budgetary consequences may be severe for those institutions which experience declining enrollments. If inflation continues at its present rate, those institutions with stable enrollments may also find themselves experiencing difficulty. Because they are based primarily upon enrollment, the guidelines will not reflect the actual needs of institutions of higher education in the coming decade.

Considering the seven programs which make up the education and general activities of a college or university, it is evident that some of the activities depend heavily upon student enrollment while others are almost

independent of them. For instance, increased enrollment translates into an increased number of courses or sections of the same course; this, in turn, generates a need for additional faculty to teach the students. On the other hand, an increase in enrollment does not necessarily translate into a need for more maintenance personnel. Conversely, a decrease in enrollment does not relieve an institutional administration of the responsibility to maintain its buildings and grounds.

As in industry or almost any other undertaking, there are fixed costs which must be funded regardless of enrollment, and variable costs, the funding for which depends on enrollments. The fixed costs can be reduced over the long run by changing the mission or basic structure of a college or university, but such changes take time because of contractual and other obligations. Unless mission and structural changes are made if enrollments decline, certain costs will remain constant because a core of faculty qualified to teach a body of subject matter must be maintained, as must adequate facilities, library, and equipment.

The determination of fixed and variable costs in higher education is extremely complex, as is the ability of institutions to adjust to enrollment decline. In the short run, budget cuts based upon guidelines such as those used in Virginia are extremely difficult to absorb. Faculty contracts are typically issued six to nine months in advance of each fiscal year; many contracts contain multi-year commitments or recognize the principle of tenure. Although it is not impossible to terminate these contracts, attempts to do so can be extremely costly in terms of litigation, disruptive in terms of college planning, and destructive in terms of employee morale. Because contract renewals are usually issued before the enrollment picture for the next year is absolutely clear, few faculty positions can be eliminated on the basis of short-range forecasts. Furthermore, since past budget practices have favored overstaffed institutions, there is little incentive for institutional managers to react until it is obvious that retrenchment will be required. As a result, the institution must then retrench by not hiring part-time faculty and by not filling those full-time positions which become vacant due to normal turnover. Frequently neither of these strategies will yield a budget reduction equal to that which is called for by strict interpretation of Virginia's present budget guidelines.

The Governor and General Assembly recognized this difficulty in 1977 and 1979 when appropriations or allotments for institutions which failed to meet enrollment forecasts were reduced. In both years the institutions' budgets were not reduced by the average dollar amount per student generated by the guidelines, but by an estimate of the expenses that were variable and could be eliminated. The institutions were, however, expected to reduce their expenditures by the start of the subsequent two-year budget cycle.

A second factor affecting an institution's adjustment to decline in enrollments is the possible erosion of organizational effectiveness. Job insecurity hurts faculty morale and commitment to the institution's goals. Those notified of termination, but still working, may be bitter and disruptive. Flexibility to add persons with new skills or to shift academic program emphases is limited, creating a danger of academic stagnation and further loss in enrollments due to inability to meet students' perceived needs. This is not to say, of course, that the small, stable college is not viable; indeed, Virginia has a number of such institutions, both public and private, which are quite strong. Adjusting to even modest decline, however, will be difficult.

In consideration of this situation, the Council of Higher Education believes that higher education budget guidelines in Virginia should be made less dependent upon enrollments. The concept of fixed and variable costs should be incorporated into the budget guidelines. Academic disciplines need a minimum core of faculty regardless of the number of students enrolled. Academic planning, curriculum development, and faculty supervision are not entirely related to student enrollment; neither are institutional support and student service activities. The current higher education guidelines recognize fixed administrative costs to a degree by providing certain staff positions and secretarial support at each institution regardless of its size. In the community colleges, a basic staff is provided at each campus of multi-campus institutions. In addition, funding "floors" have been established in recognition of the need for a certain number of staff and a certain amount of money to run an institution, no matter how small.

Although these concepts have merit and should be supported, they must not be allowed to guarantee the continued existence of colleges or campuses without regard to how small their enrollments become. In fact, enrollment declines will occur and the Commonwealth will have to consider closing institutions or parts of them. During 1980 the Council of Higher Education will begin to develop criteria and procedures for closing institutions which are no longer viable.

Besides dealing more realistically with budgeting for enrollment decline, a fixed and variable cost budgeting model may provide indirect benefits by reducing the incidence of decline. Institutions are now under strong pressure to grow; their budgets are determined by their sizes. A fixed and variable cost model would reduce the strong financial incentive to grow. This, in turn, could possibly ease the pressure on institutions experiencing enrollment difficulties. Reduced enrollment pressure could then reduce pressure to lower admissions standards and the need to establish new or expanded missions. Further, instead of building new facilities at growing institutions, enrollments might possibly be preserved at stable ones which have facilities available.

At this time there is no nationally recognized and generally accepted procedure for establishing the fixed and variable costs of higher education. In the absence of statistical techniques, however, informed judgments can be made which incorporate professional experience and common sense. In this way the Indiana Commission of Higher Education has developed budget procedures which incorporate fixed and variable costs. In Virginia, the Council of Higher Education, in cooperation with institutional representatives and the Department of Planning and Budget, proposes to adopt a similar approach so it can make better budget recommendations to the Governor and the General Assembly.

This does not require abandonment of the current funding formulae. Indeed it would be foolish to lose the collective wisdom and careful scrutiny which has been invested in our current methods. Instead, the existing guidelines would be maintained to determine total staff or funding needs but would be modified to identify the fixed costs which do not depend upon enrollment.

Budgeting for Tuition and Fees

Since the 1976-78 budget period, the appropriations for Virginia's public senior colleges have been made using a method known as the 70/30 Plan. This plan established as a goal that approximately 30 percent of each institution's educational and general (E&G) costs would be borne by its students. The remaining E&G costs would be borne by Federal funds, sales and services, State general funds, and miscellaneous revenues. This plan was instituted by the General Assembly in response to wide variations among the senior colleges in the percentage of cost paid by students. For instance, in the year before the plan's adoption, one state institution raised 40 percent of E&G cost from its students' tuition and fees while another raised only 25 percent. In the interest of equity, the General Assembly established a schedule according to which each institution would move, over six years, toward a goal of 30 percent. Those above 30 percent would be appropriated a smaller percentage of tuition and fees and thus a larger share of General Funds, while those below 30 percent would increase tuition and fees and thereby lower their share of General Funds. Assuming full implementation of 70/30, each senior institution will be at the 30 percent goal by the 1981-82 fiscal year.

As the plan reaches fruition for the senior colleges, an analogous plan, similarly calculated, has been recommended by the Council of Higher Education for the Community College System. However, to insure access to the community colleges by Virginia's citizens, the plan is modified to require that 20 percent of E&G costs, including the VCCS Central Systems Office, come from student tuition and fees.

The 70/30 and 80/20 Plans have helped to establish a more equitable distribution of State General Funds to Virginia's public institutions. The 70/30 Plan, especially, is closing wide gaps in funding policies which existed prior to its adoption.

While the 70/30 Plan was being studied, it was sharply criticized because it was applied to each institution's aggregate student population and made no allowances for variations in the mix of in-state and out-of-state students. Although the strength of this criticism was recognized at the time, the significant benefits of the plan were judged to outweigh this disadvantage.

Now, having three years of experience with the plan, the higher education community is in a better position to recommend modifications to deal with the in-state, out-of-state problem. This problem occurs principally among the senior colleges since the community college system currently charges uniform tuition rates among its 23 institutions and has very few out-of-state students. Figure 1 shows the percentage of in-state and out-of-state enrollment in 1979-80. Out-of-state enrollments range from 44.8 percent at Virginia Military Institute to 6.0 percent at Longwood College.

It is beyond the scope of the Council's authority to recommend an appropriate percentage of out-of-state students in a state-supported institution. However, an indication of how this variation in mix can affect the cost borne by each in-state student is shown in Figure 2. The percentage of cost incurred by a Virginia student varies from a low of 15.1 percent at The College of William and Mary to a high of 35.7 percent at Mary Washington College. This clearly indicates that a tuition policy which does not consider student mix can cause Virginia residents to pay widely disparate portions of their educational costs.

If the Commonwealth has as its goal that every Virginia resident pay an equal portion of the educational cost regardless of which State institution he or she attends, the 70/30 Plan should be modified to set a fixed percentage for in-state students and another for out-of-state students. A plan similar to 70/30 adopted by Wisconsin sets in-state tuition at a lower percentage of cost than out-of-state tuition. A similar formula could be developed in Virginia in preparation for the 1982-84 budget period, probably continuing the 30 percent goal in the aggregate. Virginia is already a high tuition state for undergraduate students. Among the 14 states which are members of the Southern Regional Education Board, the senior Virginia institu-

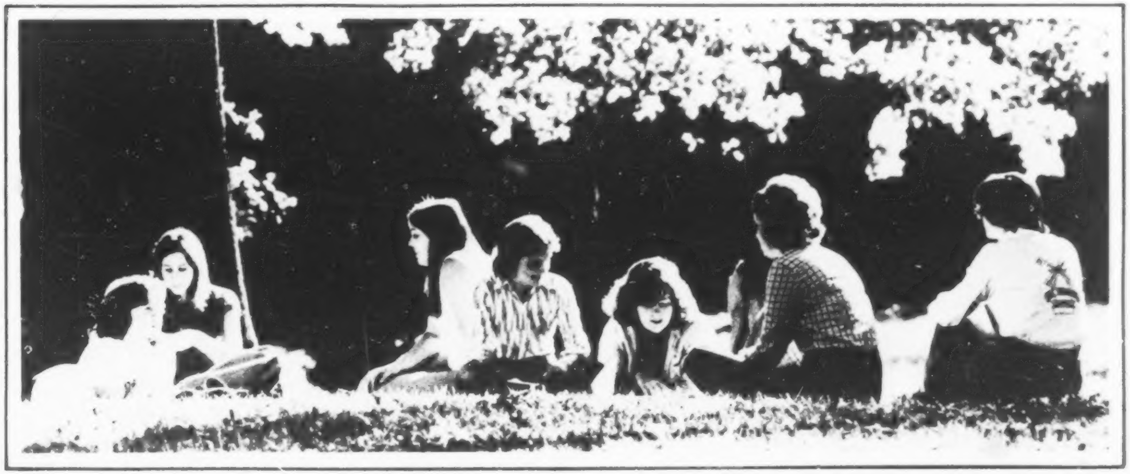


Figure 1

1979-80 In-state/Out-of-state Students[1]

	In-state	Out-of-state
Old Dominion University	87.3%	12.7%
University of Virginia	63.1	36.9
Virginia Commonwealth University	92.0	8.0
VPI and State University	75.7	24.3
The College of William and Mary	70.8	29.2
Christopher Newport College	90.0	10.0
Clinch Valley College	90.8	9.2
George Mason University	90.1	9.9
James Madison University	82.0	18.0
Longwood College	94.0	6.0
Mary Washington College	82.3	17.7
Norfolk State University	89.7	10.3
Radford University	90.9	9.1
Virginia Military Institute	55.2	44.8
Virginia State University	80.2	19.8

[1] Based on 1979 budgeted fall headcount figures.

Figure 2

1979-80 E&G Tuition and Fees[1] as Percentage of Average Full Cost

	In-state	Percent	Out-of-state	Percent
Old Dominion University	$679	32.6	$1,279	61.3
University of Virginia[2]	586	20.1	1,851	63.2
Virginia Commonwealth University[2]	754	25.9	1,395	47.9
VPI and State University	707	23.3	1,293	42.5
The College of William and Mary	481	15.1	2,063	65.0
Christopher Newport College	550	31.3	850	48.4
Clinch Valley College	600	26.6	900	39.8
George Mason University	600	27.6	1,320	60.7
James Madison University	530	25.1	1,069	50.7
Longwood College	734	35.6	1,235	59.9
Mary Washington College	823	35.7	1,668	72.3
Norfolk State University	494	24.3	870	42.7
Radford University	591	29.7	1,191	59.9
Virginia Military Institute	600	17.3	1,800	51.9
Virginia State University	683	32.9	1,254	60.5
Overall Average	$640	24.3	$1,485	56.3

[1] Full-time graduate and undergraduate tuition and fees weighted to arrive at average.

[2] Excludes medicine and dentistry tuition and fees.

tions have the highest average undergraduate tuition for residents of Virginia and are in the top third for non-residents. At the graduate level, however, in-state tuition remains highest among the SREB states on the average, but non-resident tuition is lower than that of about half the states. Tuition policy adjustments should take such factors into consideration. (Source: SREB Data Exchange, 1978-79, Tables 9 and 10.)

A plan under which out-of-state students and Virginia students pay different percentages of educational costs would affect tuition and fee appropriations at Virginia's institutions. If the percentages were set at 25 and 50 percent respectively, for instance, the aggregate percentage would still be approximately the present goal of 30 percent. In general, under this approach General Fund money would shift from institutions with larger proportions of out-of-state students to those with lower proportions. The twin goals of uniform in-state out-of-state percentages and a 30 percent aggregate percentage would be achieved. Boards of Visitors would, of course, retain the prerogative to fix different tutions for different colleges, schools, disciplines or levels of study within their institutions.

A change in tuition policy such as that described above would have implications for enrollments in Virginia's senior colleges and universities. Higher out-of-state tuitions might cause fewer out-of-state students to enroll. Some graduate programs might decline in enrollment and competition for in-state students could increase.

In view of these problems, the Council recommends a careful study of possible changes to the 70 30 Plan. Institutional representatives should participate fully in the study, as should staff from appropriate executive agencies and legislative committees.

Capital Outlay

Despite significant capital outlay expenditures in the past several biennia, highlighted by the allocation of more than $85 million of a general obligation bond sale in 1977 to higher education, Virginia's state-supported colleges and universities continue to have considerable needs for additional space. The space needs of institutions of higher education are calculated using space planning guidelines which were developed at the beginning of this decade and which have been systematically adjusted every two years since they were first used. Generally speaking, these guidelines distinguish various types of higher education space and establish a number of square feet of each type which institutions should have based upon enrollment and normative patterns of space use (for instance, the Council has established the expected number of hours each week a classroom should be used and the expected percentage of the available seats which should be occupied during use).

The space planning guidelines used by the Council of Higher Education are about at the national average. Since 1976 the guidelines have been made considerably more stringent, in an attempt to bring them into line with those used by other states in planning facilities for their colleges and universities. While future changes are expected in some of the guidelines, the Council believes that they are, on the whole, a valuable tool for calculating the realistic space needs of Virginia's institutions of higher education.

Unfortunately the prospect of stable or even declining enrollments, along with shifting priorities for state government and sobering revenue estimates, will probably make funds for college building hard to come by in the next several years. The Council of Higher Education advises the Governor and the General Assembly to exercise restraint in funding new facilities, but also believes that selective construction and renovation should continue. A total cessation of capital funding for higher education could further affect enrollments within the system by leaving some institutions with inadequate facilities to accommodate their enrollments and the new program development which is essential to vital colleges and universities.

The Council believes there is a need to build additional facilities at institutions whose enrollments are growing and at stable institutions with insufficient space. Caution should be exercised, however, to insure that the building projects authorized will strengthen the *system* of higher education as a whole, rather than strengthening some institutions while weakening others. For instance, the Council is extremely concerned that the construction of additional residential facilities at the urban, primarily commuter universities will aggravate enrollment difficulties throughout the system of higher education. The increasing numbers of older, part-time students enrolling in the institutions and the decreasing numbers of traditional college-age students wanting to live in dormitories heighten this concern.

Residential facilities are generally not constructed using the general tax revenues of the Commonwealth. They are, rather, financed by the sale of revenue bonds, which are then retired with the income produced by the residential facilities.

At present, there is a dormitory space available for approximately one of every two full-time residents in Virginia's senior institutions of higher education. The Council believes that, with few exceptions, this is a sufficient number of spaces. In the absence of conclusive statistical evidence on either side of the question, the Council's judgment is that student choice of institution and the availability of facilities are related. The construction of additional residential facilities at growing institutions could affect enrollments at other institutions and could make it extremely difficult for the affected institutions to retire the revenue bonds with which their residential facilities were financed.

In a decade of extremely limited growth and considerable uncertainty about enrollments in some institutions, rented space should be used wherever possible. Classroom space, in particular, can be acquired in public school buildings and elsewhere. Such space is easily disposed of when it is no longer needed and does not commit the Commonwealth to construction costs or physical plant maintenance which may not be necessary.

The Council's capital outlay priority recommendations for 1980-82 generally reflect its conviction that classroom space should be rented wherever possible. Space for support activities such as administration and libraries, as well as for specialized laboratories, has been given a higher priority than classrooms.

There is also a pressing need to renovate many of the buildings now in use within Virginia's system of higher education. With the clear exception of the community colleges, most of Virginia's colleges and universities are fairly old, and many of their facilities require renovation in order to make them fully adequate for the academic programs and activities of modern institutions of higher education. Again the Council's recommendations for 1980-82 reflect the high priority it places on needed renovation.

Finally, as higher education enters into a new decade and faces new challenges, the Council supports imaginative approaches to continuing problems. One such problem is the lack of adequate library space at Virginia's colleges and universities. The volume of new library material, printed and otherwise, increases at an alarming rate; it is virtually impossible to continue building new shelf space at a rate sufficient to match the growth of academic library collections. Yet these collections must grow in order that the most current research, scholarship, and reference materials are available to students and faculty; indeed, the library collection is at the heart of any excellent college or university.

Faced with this situation, the Council of Higher Education strongly supports a request by the Virginia State Library for capital funds to construct a State Records Center and Library Storage Facility which will house little-used materials from libraries throughout Virginia. The primary beneficiaries of such a facility would be the colleges and universities, which could free their crowded shelves for new materials, while retaining access to little-used material deposited in the central collection.

The central storage facility would be inexpensively constructed, would have no reader space in it, and would make use of the most economical storage techniques so that it could hold many times the number of volumes that could be held by a working library of comparable size. The storage facility area, which will hold 1,500,000 volumes, is estimated to cost $735,000. Library stack area to hold the same number of volumes in a working library would cost over $9 million. By building this common storage facility, Virginia not only would promote more efficient library use; it would also remove from the space deficiencies of the colleges and universities about $8.5 million worth of library stack space. Duplicate copies of little-used materials would be disposed of, and the total collection in the storage facility would be available to the users of all libraries throughout the State upon request.

Ideas such as the common storage facility, which was originally proposed by the Council of Higher Education in its *Virginia Plan for Academic Library Cooperation*, issued in 1977, seem to have particular merit in a decade such as that which lies ahead. Therefore, although the project is not being requested by an institution of higher education, the Council has recommended it strongly in its capital outlay recommendations for 1980-82.

Future Support for Research

The Value of Research

Over the years society has come to depend on institutions of higher education to be the principal agents for developing a body of knowledge about the universe and the creatures who inhabit it. While colleges and universities claim no monopoly over this process, which is known as research, they not only are directly engaged in it, but also train the men and women who further the activity in both the public and private sectors.

Although research has been a recognized function of American colleges and universities since the adoption of the German model of the university in the late 1800s, it was not until World War II that institutions became actively engaged, on a continuing basis, in externally funded research projects. At that time, because of the need for new forms of military technology, the Federal government entered into direct contracts with institutions and their faculties to conduct specific research projects. After the war the government recognized research as a national priority and, in 1950, established the National Science Foundation.

Research activity intensified in the post-Sputnik era, as the United States caught and then surpassed the Soviet Union in what came to be known as "space age" technology. At the same time the number of research-funding centers increased dramatically, so that there are now numerous governmental agencies and offices providing funding to faculty in various academic disciplines, including the basic and applied sciences, the social sciences, education, and the arts and humanities.

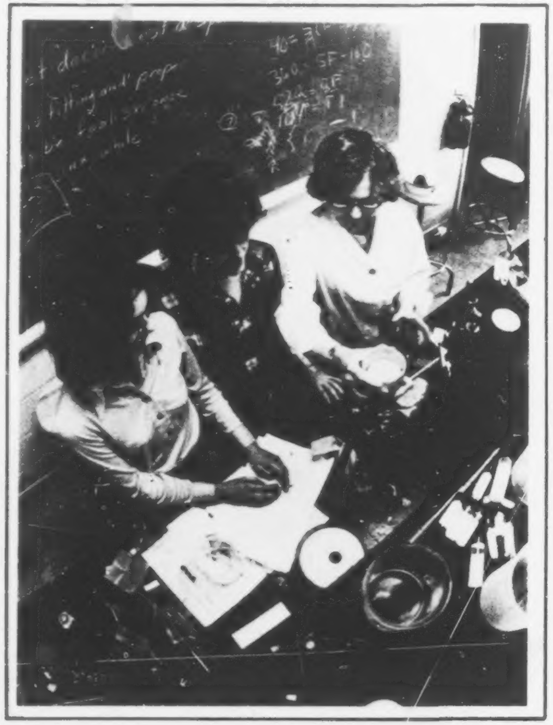
The diversity of the American research effort has been well described by the National Board of Graduate Education:

> The flow of new knowledge developed through basic research coupled with the advanced education of individuals that enables them to contribute new knowledge and apply the research findings, are essential to such basic social concerns as eliminating disease, feeding the world's population and controlling its growth, developing new resources of energy, controlling environmental pollution, maintaining the competitiveness of our industries, understanding and alleviating problems of urban life—including housing, mass transportation, and racial tension—and expanding our knowledge and understanding of history, government, economics, art, music, and religion.[1]

It should be emphasized at the outset that research is integrally related to the two other societal functions performed by institutions of higher education—instruction and public service. The subjects which are taught to students at every level of higher education, from freshmen to advanced doctoral, are constantly being changed and enriched as a result of research and scholarly activity conducted within the academic community. The services other than instruction rendered to the general public are also constantly changing as a result of the acquisition of new knowledge. At the doctoral institutions, which prepare the future teachers, researchers, and scholars to take their places within the higher education community, research is closely integrated with advanced graduate instruction. In fact, graduate students often acquire mastery of their disciplines through the practical experience of working with an experienced scholar or researcher. At all levels of higher education, however, learning and research are so closely bound together that they may be regarded as inseparable.

In recent years researchers, university presidents, and others have had difficulty conveying to the American public the value of many types of research projects. For the most part educators have been at a loss to counter the criticisms of those who point to esoteric projects as having little or no practical value. While it may not be possible to prove that all research activities make immediate, positive contributions to the well-being of society, it would, however, be a critical mistake to characterize research as useless or unimportant to society.

While some important research breakthroughs have been the unanticipated by-products of experiments designed for other purposes, major research achievements most often occur when a problem has been carefully defined and its solution systematically sought. Many of the great scientific discoveries of the modern age had their origins in what appeared to be fairly bizarre, apparently impractical research projects. Without them, however, we would know far less about the universe, this planet, and the creatures living on it. Without them, many formerly incurable diseases would still ravage human society. The research being done in the nation's major universities today exemplifies the highest development of human methods of inquiry. It deserves the support of state and federal governments, just as it warrants the conscientious review of those responsible for the activities and for the expenditure of public funds.



Research at Virginia's Institutions of Higher Education

Virginia's state-supported colleges and universities have long recognized their obligation to serve the society they belong to. Instruction is, of course, a critical service, but research is also. Industry is attracted to locations which are close to research centers, both because of the practical assistance which researchers can provide and because of the availability of trained researchers for employment. With industry comes jobs of all kinds, as well as tax revenues which help to support the services provided by state and local government. Industry is attracted by good educational programs and, in turn, demands and contributes to improvements in educational programs for its own sake and that of its employees.

The people of Virginia benefit from having colleges and universities with researchers who can respond to social needs, whether they be environmental, agricultural, health-related, or of some other kind. When, for example, the toxic substance Kepone was discovered in the James River and was believed to have affected the health of many Virginians, the Commonwealth's institutions of higher education responded promptly with medical diagnosis, scientific analysis, and advice to State officials. The response demonstrated that American society has come to rely upon colleges and universities for emergency assistance as well as for more routine applied research.

Various organizational entities having specific research responsibilities have been established both in Virginia and elsewhere. Examples of such entities in Virginia are the Virginia Institute of Marine Science, the Coal and Energy Research Center at Virginia Polytechnic Institute and State University, the Center on Aging at Virginia Commonwealth University, and the land-grant mechanisms of both Virginia Polytechnic Institute and State University and Virginia State University.

Although there are a number of highly visible research activities, including those described above, which are identified with Virginia's institutions, there is much research which generally goes unnoticed by the public. For this reason it is important to discuss the role that research plays within the institutions and to categorize the various forms of research being conducted at the institutions.

There are four essential ways in which research plays an integral role in the missions of the Commonwealth's institutions of higher education. First, as has already been noted, research and scholarly activity are the lifeblood of any academic community. In every discipline faculty members are expected to remain current with the most recent research and to introduce its findings into their classrooms and their service to the broader community. In addition, faculty members are expected to be engaged in some research or scholarly activity as a part of their normal responsibilities. This kind of research or scholarly activity is called "departmental," because it is undertaken as a standard part of each academic department's workload.

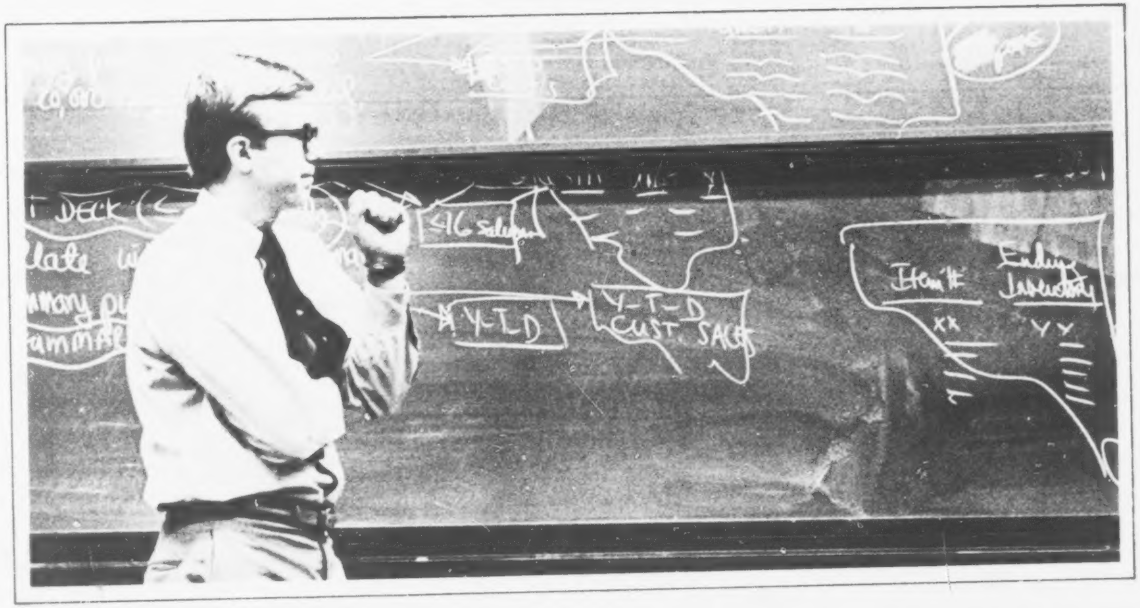
Departmental research is funded by the Commonwealth in its appropriations for teaching and research faculty at the colleges and universities. While funds for such research are not separately identified in each institution's operating budget, a 1976 Council study of *Faculty Tenure and Activity in Virginia* revealed that 11 percent of the workload of full-time and part-time (excluding off-campus) teaching and research faculty was allocated to departmental research and scholarly activity. Allocations differed by type of institution, with doctoral-granting institutions allocating 15 percent, comprehensive colleges 9 percent, and community colleges 3 percent. Applying these percentages to the 1978-79 appropriations for higher education, approximately $12 million worth of faculty workload time was allocated to departmental research and scholarly activity.

Second, the research universities with doctoral programs have assumed a responsibility to prepare future teachers, researchers, and scholars for work within the higher education community and beyond. This is a basic role which has received considerable attention in the past several years because the employment opportunities for faculty members in higher education have become limited and are likely to remain so. While recognizing that stable or even decreasing enrollments in higher education will further limit employment opportunities, higher education leaders have expressed grave concern about the broad social implications of discouraging an entire generation of potential researchers and scholars from pursuing academic careers.

Third, colleges and universities, mostly those which confer doctoral degrees, engage in research which is funded externally by agencies of the State or Federal government, foundations, or private industry. Such research generally focuses on specific problems identified by the external source of funds and hopes to produce findings which are in some way socially beneficial, within a region of the nation or internationally.

Fourth, Virginia itself supports certain kinds of research at its institutions of higher education on topics which are of specific interest to the Commonwealth. In Virginia most of this research is in the marine sciences, agriculture, the development and protection of natural resources, and health-related interests.

Taken together, the third and fourth kinds of research activity are known as sponsored (or organized) research. This involves about $60 million per year at Virginia's state-supported institutions of higher education. About two-thirds of the research is conducted under Federal grants and contracts, but the Commonwealth itself funds about one-fifth of the institutions' total research activity. In 1977-78, the most recent year for which all data are available, Virginia contributed over $12 million for research; private industry and foundations paid for more than $5 million worth.



Of the $60 million received for sponsored research in 1977-78, the largest portion ($13 million) was for research activities in agriculture, forestry, and natural resources. The second largest portion ($11.5 million) was in the health professions, including research funds for the two state-supported medical schools.

This sponsored research contributes significantly to both the research training and the financial support of graduate students. About 88 percent of the sponsored research activity in higher education in Virginia is concentrated at three institutions: the University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Together these three institutions confer over 90 percent of all the doctoral degrees awarded by Virginia institutions. Clearly there is an important relationship between the ability of an institution to prepare the highly skilled scientists, physicians, and other scholars needed by society and the amount of sponsored research funding which that institution receives.

In recent years Virginia's research institutions, as well as those across the nation, have been concerned about a levelling of Federal funds provided for research. According to a report of the Carnegie Council on Policy Studies in Higher Education, Federal funding for higher education has followed a "stop and go" pattern, particularly in relation to research expenditures. "Current-fund revenue for research and development in colleges and universities . . . rose sharply until 1967-68 and then declined. In terms of current dollars, a substantial rise resumed after 1970-71, but in terms of constant dollars, these funds tended to level off (and have remained) well below their 1967-68 level."[2]

It seems likely that national economic conditions, and especially persistent inflation, will mean that Federal funds appropriated for research will not be significantly increased. At the same time the states, which have limited resources and face a public demand for stabilization of expenditures, must carefully decide where to place their own research dollars in the future. This situation points up three issues associated with research in Virginia's colleges and universities.

Research Issues in Virginia

The first issue pertaining to research at Virginia's colleges and universities is the increasing number of institutions seeking authorization to offer doctoral programs and, by implication, to engage in the sponsored research which usually accompanies them. Within the past ten years several institutions have significantly increased their enrollments and expanded their academic program offerings at the graduate level. As a result the Commonwealth now has more institutions which offer graduate work and wish to confer doctoral degrees and engage in sponsored research. The Council of Higher Education is concerned that Virginia's resources may not be sufficient to support this instructional effort.

The Commonwealth should decide which institutions will be engaged substantially in doctoral instruction and sponsored research. As noted earlier, three institutions account for most of the total sponsored research conducted in Virginia and also confer almost all of the doctoral degrees. A fourth institution, The College of William and Mary, will become more heavily involved in research because of the merger of the Virginia Institute of Marine Science into the College on July 1, 1979. In addition, two other institutions, Old Dominion University and Virginia State University, are already involved in special purpose research which the State has an interest in continuing. Old Dominion's special areas are primarily urban studies and the applied and marine sciences; Virginia State's are primarily associated with its land grant designation.

The relationship between advanced graduate instruction and sponsored research is, as has been noted, very close. Therefore, when institutions are authorized to confer doctoral degrees, it should be expected that they will seek to engage in sponsored research associated with the disciplines in which they grant doctorates. Pressure for funding of operating expenses and construction of research facilities can then be expected. For this reason, and because Virginia and the nation now have sufficient numbers of doctoral degree-granting institutions to meet the reduced employment needs of higher education, the Council recommends that in the immediate future no further institutions be authorized to confer doctoral degrees.

A second issue is the need for research priorities for Virginia's colleges and universities. It is important, however, to make very clear distinctions among the four kinds of research activities outlined in this paper and the place of priorities in each. The most basic kind of research and scholarly activity, that in which all faculty members are expected to be engaged as they retain close ties with their disciplines and continually seek to enrich the courses they teach, would not benefit in any way from the establishment of priorities or research emphases peculiar to various institutions. The training, abilities, and responsibilities of individual faculty members are the primary determinants of the kinds of research and scholarly activity which will be undertaken at this basic level. To be sure, academic departments may make conscious efforts to acquire or maintain strength in subspecialities or particular methods associated with a discipline, but there are institutional choices which do not lend themselves to systemwide coordination.

Priorities are set, however, in determining which institutions should offer the doctoral programs that are usually prerequisite to undertaking substantial volumes of externally funded research. The Council of Higher Education shares this responsibility with the General Assembly. The Council is required to study institutional requests for permission to escalate to the doctoral degree-granting level;

the General Assembly itself must authorize an institution to do so. With regard to individual doctoral programs, the Council has a responsibility to approve or disapprove program proposals from Virginia's colleges and universities. Using this authority the Council can avoid unnecessary duplication of programs and can help institutions to shape distinctive research emphases which complement one another.

The doctoral programs which an institution is authorized to offer will, to a large extent, determine the areas in which the institution seeks to do externally funded research. Within these areas, however, the institutions of higher education must assign their own priorities as they seek funding from external sources other than the Commonwealth. For instance, within the broad area of the agricultural sciences, Virginia Polytechnic Institute and State University must assign priorities to research on various agricultural products and then must seek funding for the projects. While the Council recognizes that such priority setting is now an important part of the planning done by institutions engaged in sponsored research, it urges the colleges and universities to review their planning procedures carefully in the expectation that setting priorities may become much more difficult and much more critical in the coming decade.

Finally, with regard to that sponsored research which is paid for by the Commonwealth, either by direct appropriations to various colleges and universities or by contract with State agencies, the Council believes that Virginia should concentrate its research support so that institutions can develop research emphases in response to particular State needs. It is in the interest of the Commonwealth to focus its funding for sponsored research in such a way that selected institutions can develop broad capacities to meet the various basic and applied research needs in Virginia.

An encouraging example of a coordinated research effort involving distinctive emphases in four institutions is the Virginia Marine Science Consortium. In 1979 the Council of Higher Education completed an extensive study of graduate marine science in Virginia. The study concluded that Virginia should give high priority to research in marine-related areas; the Commonwealth's economy and the well-being of its people are heavily dependent upon the sea and coastal waters.

The Consortium will become operational if funds requested for it are appropriated by the 1980 session of the General Assembly. It will include as initial members Old Dominion University, the University of Virginia, Virginia Polytechnic Institute and State University, and The College of William and Mary, which are Virginia's four major marine science research, public service, and graduate instruction centers. Other institutions, both state-supported and independent, with significant marine science education efforts may also join the Consortium. By cooperating with one another, the institutions will improve Virginia's opportunities to compete for Federal research funds in marine-related areas. The Consortium will seek designation as Virginia's Sea Grant College, a designation which has been granted to institutions or consortia in only 13 other states. The Council of Higher Education encourages this cooperative effort and urges that any State funds appropriated for sponsored research in the marine sciences recognize the purposes of the Consortium and the distinctive instructional and research emphases of its members.

The Council of Higher Education also discerns the need for improved communication among those individuals who are chiefly responsible for managing sponsored research activities at Virginia's colleges and universities. The Research and Sponsored Programs Advisory Committee to the Council of Higher Education should be the vehicle for bringing these individuals together periodically for planning and for review of issues. The

Committee has been virtually dormant over several years because other aspects of higher education have demanded more attention. Given the importance of research for the Commonwealth and the nation, however, its integral place in the mission of all of higher education and its budgetary implications, the Council will re-establish the Research and Sponsored Programs Advisory Committee.

A third issue is one which has been raised at various times by members of the General Assembly and other State officials who question whether the institutions have become overly dependent on non-state research funds, especially those from the Federal government. The expressed concern is that the institutions may have formally or informally entered into agreements which the State would be committed to continue if Federal support were suddenly and severely curtailed.

The growing public sentiment for a reduction in governmental spending, particularly at the Federal level, prompted this concern to be raised at the 1979 session of the General Assembly. At the direction of the Assembly, the Joint Legislative Audit and Review Commission (JLARC) has begun a comprehensive study of the administration and effect of Federal funds for all State agencies and institutions. The Council of Higher Education will assist JLARC as it examines the impact of Federal funds on the institutions of higher education. The Council hopes that the study, which has the full cooperation of the institutions, will help to make clear the critical importance of Federally-funded sponsored research to Virginia's colleges and universities.

While the Council strongly supports the principle that the colleges and universities should be required to account clearly and in detail for the Federal research funds they receive, it also wishes to emphasize that the sponsored research undertaken with Federal funds is not simply a peripheral activity of the institutions performing it. Indeed, the teaching, research and public service of a large university are interdependent; the sponsored research cannot be discontinued without profound effects upon the general mission of the institution.

Within the context described in this paper, Virginia should support research as integral to the missions of its colleges and universities and should extend its efforts to assist its doctoral-granting institutions which are heavily engaged in sponsored, externally funded research. It is important that these institutions remain competitive in their quest for funding from the Federal government, foundations, and industry. By helping higher education in this way, it will be acknowledged that a new institutional-state partnership in research has the potential for significant contributions to both Virginia and the entire nation.

[1] *The Federal Role in Postsecondary Education* (San Francisco: Jossey-Bass, Inc., 1975) A report by the Carnegie Council on Policy Studies in Higher Education, pp. 62-63.

[2] Ibid., pp. 18-20.

Off-campus Credit Courses and Programs

Courses and programs offered by institutions of higher education away from their main campuses have become an increasingly significant feature of the higher education landscape in Virginia. Off-campus courses are often particularly well suited for older, part-time students who are not able to travel long distances for educational services. Because of the decline in the number of traditional college-age students, and the increase in the number of older, part-time students (discussed in detail in the paper on enrollments), institutions can be expected to propose expanding their off-campus offerings.

Presently, 37 state-supported colleges and universities are offering off-campus courses and programs. In addition, 35 out-of-state institutions are now operating in Virginia. In 1978-79 the state-supported institutions reported approximately 21,000 persons enrolled in off-campus courses and programs, while the out-of-state institutions enrolled an estimated 16,000 persons. Virginia's private colleges enrolled less than 500 persons off-campus. Thus, about 37,500 persons were enrolled in off-campus courses offered by all institutions operating in Virginia.

Regional Consortia for Continuing Higher Education

When the 1974 *Virginia Plan for Higher Education* was published, off-campus programs were offered primarily by the State's comprehensive universities. The *Plan* was developed one year after the General Assembly enacted legislation authorizing the creation of regional consortia for continuing higher education. The primary goal of the consortia was to strengthen and coordinate continuing higher education offerings for the citizens of Virginia. Another goal was to provide a framework within which the regional institutions could develop their continuing education programs. Local institutions were encouraged to serve as many local needs as possible with programs they were approved to offer. Both of these goals have been fulfilled to a large extent, and it is now appropriate to examine the future role of the consortia.

The regional institutions have developed rapidly since 1974. Today these institutions have the capacity to offer many programs through the master's level, and the comprehensive universities need not carry programs across the State to the same extent as five years ago. However, there is still a demand for certain highly specialized programs, especially at the graduate level, which the comprehensive universities are uniquely able to offer. The Council does not recommend that the regional institutions start these programs, and therefore believes that the comprehensive universities should make them available in regions of the State in which there is a demand for them. Many of these programs are expensive, and need adequate support to ensure that they will be comparable in quality to their on-campus counterparts.

Now that regional institutions are able to offer many of the most sought-after programs through the master's level, consortia should take a further step in planning for higher education in Virginia. In 1979 the Council of Higher Education approved for the first time six-year curricular plans for academic degree program development at the state-supported colleges and universities. This concept should be extended to the consortia which, with Council assistance, should develop six-year plans for off-campus degree programs in their regions. Like the six-year curricular plans, the consortia plans should be done every two years, with the first two-year period, corresponding to a budget cycle, being the most precise.

Six-year planning in the consortia should also consider the role which should be played by institutions whose continuing education offerings do not provide sufficient revenues to pay the costs of consortia membership. Among these are institutions such as the Virginia Military Institute, several community colleges, and most of the private colleges and universities. Participating institutions should probably continue to pay equal shares toward the salaries of consortia administrators, but consortia should develop graduated fee schedules for all other expenses.

Post-secondary education involves more than colleges and universities. Proprietary schools, which offer a wide range of courses and training programs beyond high school, are a significant element in post-secondary education. Planning for continuing education which neglects these institutions is necessarily incomplete. Having largely achieved their first goals, the consortia should begin a dialogue with the proprietary institutions in the various regions. Voluntary cooperation, even if it initially consists only of an exchange of ideas and positions, would benefit all of post-secondary education. To be fully effective, the consortia should eventually address the complete range of post-secondary opportunities and should become regional sources of information about all continuing education available to Virginia citizens.

A more immediate issue facing the consortia is the relationship between the public and private colleges and universities. The major distinctions between traditional public and private institutions are forms of control and sources of funding. Although State colleges may be constrained by plans and decisions of bodies such as the regional consortia or the Council of Higher Education, private institutions' cooperation is entirely voluntary. Those private institutions which are members of consortia can discontinue their membership at will; all public institutions are members by law. Meaningful planning involving sectors which are becoming increasingly competitive for students is obviously difficult. As recruiting for off-campus enrollments accelerates, the effectiveness of consortia may be diminished unless there is understanding and cooperation between public and private institutions. In return for the assurance that they can develop certain offerings without competition, the private institutions should accept the constraints that cooperative planning necessarily imposes. At the same time, public colleges should work with the private sector and acknowledge the strength of a diverse system which includes both public and private.

The Constitution of Virginia was amended in 1975 to allow for contracts between the Commonwealth and independent colleges and universities. Since that time, however, funds have not been available to fund such contracts. There are situations in which a private institution might be able to offer a particular program if the program is not available at a local public institution or if there is no public senior institution in the immediate vicinity. A modest subsidy from the state to cover, for instance, the difference between public and private institutions' tuition, might enable the private institution to offer the program at a savings over the cost of starting a new program at a public institution or of transporting a program to a remote location. The Governor and General Assembly should consider making funds available for this purpose.

Consortia should seek to identify which programs private institutions are uniquely capable of offering in a region and encourage them to develop such programs; this could be carried out along with the development of six-year plans for the consortia. Through such cooperation and encouragement, citizens would be assured a broader and higher quality range of continuing education programs than would be possible if the two sectors operated independently.

Having become established as important elements of higher education in Virginia, consortia must now guard against becoming bureaucracies which act mainly to protect the self-interest of their most important constituents. Virginia's consortia have attracted national attention because they show the benefits of cooperation among institutions for the common good. As their operations become routine with regard to continuing education academic programs, there are a great many other ways in which they can make significant contributions. For instance, cooperation in libraries, the sharing of faculty, and common purchasing agreements could achieve significant economies. In all that they do, consortium members should constantly keep in the forefront of their activities a concern for service, rather than territory. Only if they are able to increase educational opportunities through coopera-

tive efforts and, at the same time, hold costs to a minimum will they be fulfilling their mandates.

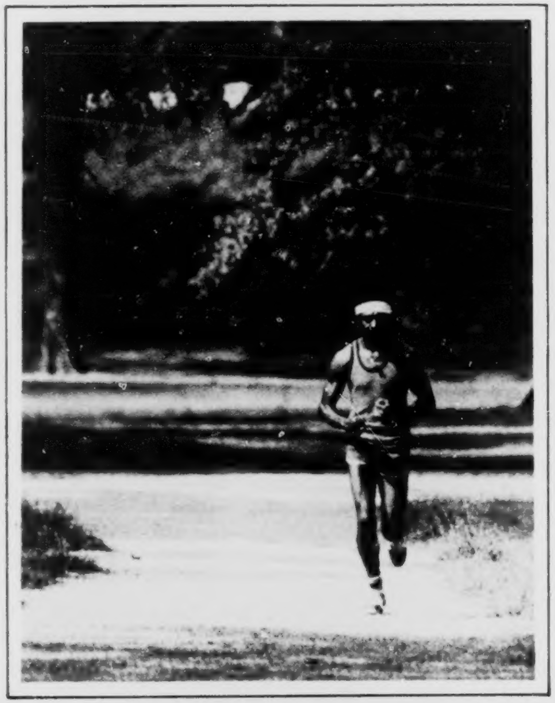
Out-of-state Institutions Operating in Virginia

Coordination of off-campus activity is complicated by the fact that there are almost as many institutions with main campuses outside Virginia operating in-state as there are public institutions in Virginia. Under present State law any institution with main campus accreditation can offer courses in Virginia, provided it complies with simple consumer protection procedures. (Out-of-state institutions operating on military bases are exempt from any state requirement.) While some of these institutions are well-known, others are not; for all, however, a primary motive for offering courses in another state is financial gain. With severe declines in enrollments in many states, more and more institutions can be expected to take programs to other states in search of students and their tuition.

In some instances, programs offered by out-of-state institutions are unusual and provide educational opportunities which augment the offerings of Virginia's institutions. After reviewing the offerings of out-of-state institutions for several years, however, the Council of Higher Education has not found many such programs. Moreover, Virginia has an interest in determining that educational services offered to its citizens are of an acceptable quality. The Commonwealth should, therefore, evaluate and approve the offerings of out-of-state institutions.

The programs offered by out-of-state institutions operating in Virginia are not evaluated at the place where they are offered; the sole guarantors of quality are the parent institutions. However, many of these are thousands of miles away and often employ adjunct faculty for the programs in Virginia. Frequently the library resources for the programs are said to be those of the local public college or university or even the public library, even though no formal arrangements have been made to assure students access to these libraries.

Out-of-state institutions operating in Virginia need to be subject to evaluation and approval in order to ensure students who enroll in their programs that minimal standards are being met. Evaluations should include on-site visits, verification of claims made in recruiting brochures, determination of the adequacy of available resources (such as libraries and laboratories), and examination of the qualifications of faculty. The Council of Higher Education will propose to the 1980 session of the General Assembly legislation to authorize the Council to conduct such evaluations on behalf of the Commonwealth.



Concern for the quality of off-campus offerings is not limited to out-of-state institutions. Many of the concerns about out-of-state institutions' programs apply to Virginia institutions' off-campus programs as well. Virginia state-supported institutions have offered any approved program off-campus subject only to approval by the regional consortia. Some programs have been offered hundreds of miles from the main campus of the institution and its library, laboratories, and faculty. In 1979, however, the Council of Higher Education approved new academic degree programs to be offered at specified locations.

It is probably not necessary to subject the off-campus offerings of Virginia institutions to evaluation as thorough as that of out-of-state institutions. However, a periodic review of resources available and faculty employed off-campus by Virginia institutions would certainly be prudent. The Council will develop appropriate review procedures prior to the 1981 update of the *Virginia Plan*.

Mission Narratives-Public Institutions

The mission narratives of the state-supported institutions are an essential component of the *Virginia Plan for Higher Education* because they provide an historical perspective on each institution as well as an indication of the institution's future aspirations. Each narrative, along with the institution's data profile which appears in Volume II of the *Plan*, presents a clear indication of the institution today and what it hopes to be in the future.

In preparing the narratives, Council of Higher Education staff worked closely with the presidents and other principal administrators of the colleges and universities to ensure uniformity in format and the inclusion of comparable information. Each narrative has four parts.

The first part describes the history and development of the institution from its establishment to the present. The second contains a statement on the purpose of the institution. In most instances, the statement is an abbreviated version of the institution's full statement; space did not permit the use of the full statements.

The third part indicates the extent of the institution's instruction, research, and public service activities. These three activities are generally considered the principal functions of higher education. Finally, the fourth part discusses the institution's future plans to 1990. This section, in particular, offers an insight into institutional aspirations.

The mission narratives are presented in alphabetical order. Because of the critical importance of these narratives, each statement, as it appears in this update, has been approved by both the individual institution and the Council.

Christopher Newport College

Newport News

History and Development of the Institution

In 1960 the General Assembly of Virginia established Christopher Newport College as a non-residential branch college of The College of William and Mary and located it in Newport News. Subsequently, the Board of Visitors of The College of William and Mary authorized the branch institution to offer a lower-level undergraduate liberal arts curriculum through which a student could receive the Associate of Arts degree. From 1961 to 1969, the College matured as a two-year institution, and in 1969 the Board received approval from the General Assembly to broaden the role of the College by adding upper-level bachelor's programs and awarding the Bachelor of Arts and Bachelor of Science degrees. Between 1969 and 1976, the College began several specialized bachelor's degree programs, including the Bachelor of Science in business administration, the Bachelor of Science in management information science, and the Bachelor of Science in governmental administration.

In its 1976 session, the General Assembly of Virginia established Christopher Newport College as a four-year baccalaureate institution independent of The College of William and Mary. The operation of the College was transferred to the Board of Visitors of Christopher Newport College, a 12-member board appointed by the Governor of Virginia on July 1, 1977. Since that date the Board has organized the College into two schools: the School of Arts, Sciences, and Education; and the School of Business and Economics. The two schools house the College's 27 major fields of study.

In September 1961 the College first enrolled 171 students at its initial home, the John W. Daniel School, a former public school building in downtown Newport News. In 1963, the City purchased and deeded to the Commonwealth the 75-acre suburban tract where the present campus is now located. Over the years the College's student body has grown to 3,800 on a campus which has seven buildings, with three more under construction.

From 1961 to the present, the College has drawn its students primarily from the Virginia Peninsula and the surrounding counties beyond the York and James Rivers. In the recent past, however, the College has also attracted students from Norfolk, Virginia Beach, and Chesapeake. The student body has been, and is, a blend of full and part-time students, degree and course-seeking students, and permanent as well as transient residents of Tidewater. While the elements of the blend have remained constant, the relative proportions have changed annually. The 1977-78 student profile serves as an example of the mix: 26 percent of the College's students were between the ages of 18 and 21 and were enrolled full-time; 52 percent were part-time; 65 percent were older than 21; and

70 percent of the graduating seniors were transfers, with nine years being the average time required to complete graduation. In short, the College's student body resides in Tidewater and is non-traditional.

Purpose of the Institution

Christopher Newport College is a public, urban, non-residential, coeducational, comprehensive undergraduate college. The College's purpose is "to lead its students toward freedom in thought and action; hence, it is responsible to be an informed transmitter and interpreter of the past and an intelligent developer of the present and future." To these ends, it has organized its programs to affirm the methods, values, and insights of both the traditional liberal arts disciplines and the recent process-centered behavioral, human service, and professional disciplines.

The College believes that it has a special responsibility to develop and to offer academic programs and educational services appropriate to a mobile, urbanized, technological, and business-centered society. These emphases are shown in the College's range of degrees; in its cooperative agreements with area colleges and universities; in its student transfer arrangements with the Virginia Community College System; in its policies governing admission, transfer, and graduation; and in its counseling programs and continuing education activities.

As an undergraduate college located in Tidewater, the College has an additional obligation (1) to extend its resources throughout the region, providing course work at military bases and for interested groups unable to attend on-campus classes and (2) to develop courses and services which turn the best local resources—its museums, research centers, people—into educational advantages for its students.

The Role of Instruction, Research, and Public Service Within the Institution

Christopher Newport College's priorities are, in order, instruction, public service, and research. The College provides classes throughout the year, day, and evening, on weekdays and weekends, on and off-campus, for academic credit or for continuing education units. Public service activities include a monthly business and economic newsletter, a speaker's bureau, a community concert series, a faculty radio forum, community development programs, consulting services, and adult education, recreation, and leisure programs designed by the Office of Continuing Studies. The College's research activities have resulted in the establishment of relations with NASA, the Virginia Associated Research Campus, the Mariners Museum, and various social and business agencies in the community. The annual dollar volume of research has varied between $10,000 and $50,000.

The Institution's Future Directions to 1990

During the next decade the College expects that the student body will exceed 4,500 and that its curriculum will include such new majors as American studies, computer science, community development and manpower planning, geography, humanistic studies, music, physics, and occupational safety management. It is further expected that the College will continue to evolve as an institution for non-traditional students and as a life-long education center for Tidewater residents. As a part of that expansion, the College expects to develop further its research activities.

The College believes that the decade will require a building program designed largely to modify existing structures to accommodate expanding and exchanging functions. Accordingly, the College plans additions to the Campus Center, Ratcliffe Gymnasium, Smith Library, Gosnold Hall, and Newport Hall. A new structure, a Community Cultural Center, is being discussed as a joint College, City, and citizen project.

Currently under study are two new areas of development which, if implemented, could change the mission of the institution: (1) a dormitory feasibility study and (2) a graduate program feasibility study. Neither study is sufficiently developed to project the outcomes. If, as a result of the studies, the College decides that it ought to expand its mission, it will seek the appropriate approval during the 1980 session of the General Assembly.

Clinch Valley College of the University of Virginia

Wise

History and Development of the Institution

Clinch Valley College of the University of Virginia, begun in 1954 as a branch of the University, became a two-year college in 1959 and a four-year college in 1968. The first Bachelor of Arts degrees were awarded in 1970 and the first Bachelor of Science degrees in 1973. In the fall of 1978 the College registered a total of 923 students, of whom 647 were full-time and 246 were part-time. Of these students, 841 were from Virginia, and 82 were from outside the State. Until the early 1970s the College served primarily commuting students from the local area and had little on-campus housing. In the last few years, increasing numbers of students from outside the area have been attending the College. Concurrently the number of students residing on campus has grown until now one-half of the full-time students live on campus.

The College has four academic divisions: Education and Psychology, Humanities, Mathematics and Sciences, and Professional and Social Sciences. Approximately one-half of the graduates receive certification to teach, and a relatively high percentage of students elect a major in one of the professional areas, particularly in business.

Since its beginning the College has been a part of the University of Virginia. On academic matters, the College reports to the University of Virginia through the provost.

Purpose of the Institution

Clinch Valley College was initially established to provide post-secondary educational opportunities to citizens of far southwestern Virginia. Unlike the situation in some areas of the Commonwealth, the closest senior, state-supported institution is 150 miles away; therefore, Clinch Valley continues to play an important role in providing educational opportunities to its region of the State. The College offers baccalaureate programs in a number of liberal arts areas and also in the professional areas of business, education, medical technology, and social welfare, all of which have a firm liberal arts basis. A relatively high percentage of the students attending the College come from the counties of Lee, Wise, Scott, Dickenson, Buchanan, Russell, Tazewell, and Washington. However, a number of students also attend from the Norfolk area and the area around the District of Columbia. The College is located on approximately 400 acres of land on the edge of the town of Wise. The College began offering continuing education courses in the fall of 1977. These courses now account for 6 percent of the credit hours in the College.

Since its inception the College has included in its mission a commitment to serve the students from the part of Virginia that lies in the Appalachian Mountains. The programs of the College are comparable to programs in other institutions with similar degrees; however, the programs also recognize and accommodate the cultural characteristics of students from the local area. The College is in the process of developing a mining management program to serve the mining industry, which is the primary industry in the service area of the College.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College's instructional emphasis is to provide its students with a basic liberal education, although in the professional programs the special skills essential to the particular professions are also stressed. The College offers 14 baccalaureate degree programs and three two-year certificate programs.

Instruction is the primary mission of the College and very little research is conducted by the faculty of the College.

The College recognizes its public service responsibilities to the citizens of southwestern Virginia by offering cultural programs in the arts and humanities and a variety of non-credit courses, seminars, and programs through the Office of Continuing Education.

The Institution's Future Directions to 1990

Clinch Valley College expects its enrollment to increase only slightly in the next decade to about 1,090. At the same time, little change is anticipated in the number and type of academic degree programs offered. In fact, except for the mining management program, which is scheduled to begin in 1980, no new programs are being planned.

The College of William and Mary

Williamsburg

History and Development of the Institution

The College of William and Mary, founded by royal charter in 1693, is the second oldest institution of higher learning in the United States; after the American Revolution, it continued under private auspices. The College first received support from the Commonwealth in 1888, and in 1906, by act of the General Assembly, became a state institution with its Board of Visitors appointed by the Governor. In 1968 the State Council of Higher Education recognized William and Mary as a university. The Board of Visitors of the College also has responsibility for a two-year branch college, Richard Bland, located in Petersburg.

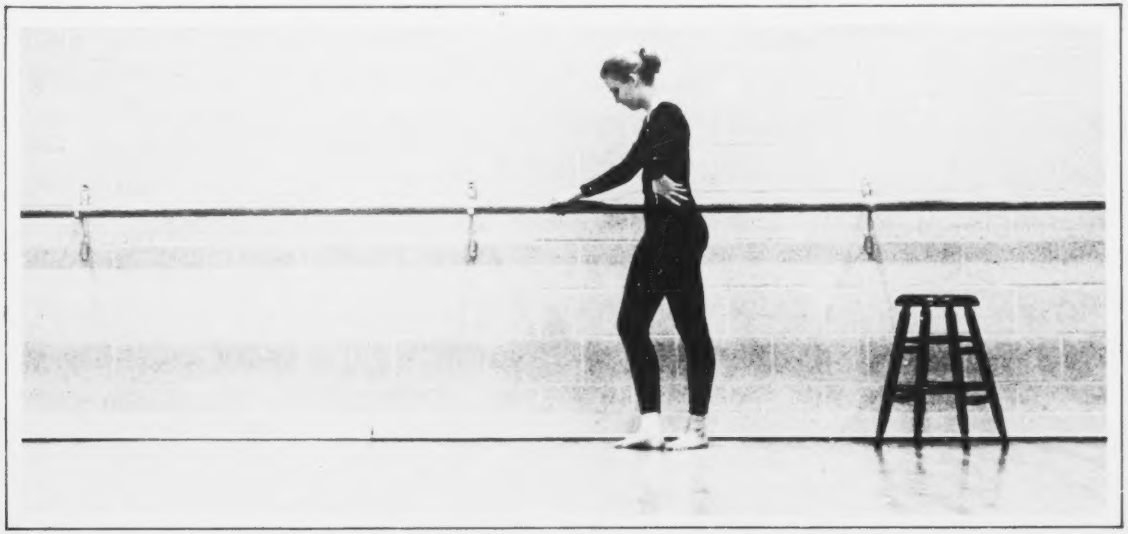
William and Mary today is a coeducational state university serving the Commonwealth and the nation. It consists of the Faculty of Arts and Sciences and the Schools of Business Administration, Education, Law, and Marine Science. Besides the baccalaureate in arts, science, and business administration, the College offers the master's degree in 14 fields and the doctorate in five, in addition to the Juris Doctor in law. The undergraduate student body numbers approximately 4,400; the graduate and advanced professional enrollments number 1,000 full-time-equivalent students. Approximately 70 percent of the students are from Virginia, the remainder at present are from some 45 states and foreign countries.

Although the main campus of William and Mary is in Williamsburg, the institution also offers classes at the Virginia Associated Research Campus in Newport News and the Virginia Institute of Marine Science at Gloucester Point.

Purpose of the Institution

William and Mary is, according to the institution, "a community of scholars seeking to expand the sum of human knowledge and to communicate that knowledge to all who wish to know." As such, the institution notes that it "offers individuals the opportunity to acquire a broad understanding of the human condition through a liberal education and to add to the knowledge underlying that understanding by pursuing their intellectual and professional interests as far as possible within the resources at the institution's command."

To achieve its goal, William and Mary offers a resident undergraduate program of national repute and graduate and advanced professional programs in selected fields. About 90 percent of the undergraduates are in arts and sciences and education, the remainder in business administration; all receive a firm grounding in liberal studies. William and Mary emphasizes close faculty-student interaction and, in this regard, provides relatively small classes at the undergraduate level. At the same time, the existence of post-baccalaureate programs in selected areas brings to the entire College the benefits normally associated with larger institutions, such as the stimulation of research and publication and access to additional library and laboratory facilities.



At the advanced level, William and Mary offers the Juris Doctor and doctorates in history, marine science, psychology, physics, and three areas of education. The law program traces its ancestry to the governorship of Thomas Jefferson in 1779. The education program has been of importance to Virginia since 1906 when the Commonwealth determined that one of the primary objectives in assuming responsibility for the College was to insure a source of trained public school teachers throughout the State. In its history program, William and Mary benefits from its significant library holdings on the early years of this country, from the growth of Williamsburg as a center for historical research since the founding of the Colonial Williamsburg Foundation in 1926, and from the campus presence of the Institute of Early American History and Culture. In psychology, Williamsburg's relevance dates to the establishment of Eastern State Hospital in 1771.

For almost half a century William and Mary has made the marine interests of the Commonwealth a special concern, initially through the Virginia Fisheries Laboratory and subsequently with the Virginia Institute of Marine Science at Gloucester Point. The institution has gained increased capability in physics and computer science through its association with the National Aeronautics and Space Administration's Langley Research Center in Hampton. William and Mary also offers the professional degrees of Master of Business Administration and Master of Education, and master's degrees in applied science, biology, chemistry, education, English, government, history, law and taxation, marine science, mathematics, physics, psychology, and sociology.

Extent of the Institution's Mix of Instruction, Research, and Public Service

William and Mary's instructional emphasis is on providing its undergraduate students with a basic liberal education and its graduate and advanced professional students the special skills needed for service in the public and private sectors.

William and Mary conducts both basic and applied research. Its research activity involves both contracts for programs and individual grants to faculty members. In 1978-79 the College, including its Virginia Associated Research Campus and the Virginia Institute of Marine Science (merged by statute with the College in 1979), received approximately $8 million in research funds.

William and Mary recognizes its public service responsibility to the Commonwealth by offering cultural programs through the Office of Special Programs; an extensive marine advisory program; and expert consultation in a variety of educational, scientific, legal, and business fields.

The Institution's Future Directions to 1990

William and Mary intends to remain relatively stable in enrollment and in the number and type of academic programs offered. During the next decade, its enrollment will likely increase by about 700 students, mostly at the undergraduate level, while its additional program offerings will continue to emphasize areas in which it can make a unique contribution to the Commonwealth.

George Mason University

Fairfax

History and Development of the Institution

George Mason University was first established in 1957 as a coeducational, two-year branch of the University of Virginia. It bore the name University College for two years before being named for the Virginia statesman George Mason. In 1966, it was authorized by the General Assembly to become a degree-granting institution; at that time it was known as George Mason College of the University of Virginia. The institution granted its first bachelor's degrees in 1968 and the first master's degree in 1971. Following further legislative action, George Mason University became an independent, state-supported institution on April 7, 1972.

In March 1979, the General Assembly again acted to change the status of George Mason University, authorizing the establishment of a School of Law effective July 1, 1979 and the elevation of the University to doctoral status effective July 1, 1980.

George Mason University today is a medium-sized, coeducational state university composed of the College of Arts and Sciences, the College of Professional Studies, the School of Business Administration, the Graduate School, and the School of Law. In 1978-79, over 10,000 students were enrolled on-campus, all but 500 commuting to classes from Northern Virginia or the greater Washington, D.C. area. About 12 percent of the students are not Virginia residents. Students are enrolled, by program, as follows: about 38 percent are in the arts and sciences, 17 percent in professional studies, 22 percent in business, and 4 percent in law; 2 percent are enrolled in the Bachelor of Individualized Study program, and 17 percent are not classified by program. About 27 percent of all students hold the bachelor's degree.

George Mason University has an agreement for transfer of academic credits from Northern Virginia Community College. The University is the focal institution of the Consortium for Continuing Higher Education in Northern Virginia.

Purpose of the Institution

The mission of George Mason University is to provide leadership in identifying and meeting the higher education needs of all who reside in Northern Virginia. George Mason University accepts the responsibility for carrying on a persisting and aggressive search for ways of serving the needs of Northern Virginia and for articulating its capabilities with those of other institutions of higher education in Virginia in order to meet those needs.

George Mason University primarily serves Virginia Planning District VIII plus Fauquier County. It offers a wide range of undergraduate and graduate degree programs at its centrally located campuses: the Main Campus just south of the City of Fairfax and the North Campus within the city. The School of Law is located at Virginia Square in urban Arlington County. In spite of the geographical discreteness of its locations, the University is structurally a single-campus institution.

The median age of the student body is 27; about 40 percent of the students are married. Three-quarters are employed (40 percent full-time), and half are enrolled part-time. Thirty-seven percent of the students are exclusively evening students, and another 17 percent take at least one course in the evening. Over 5,000 students attend the summer session.

The University also provides graduate and undergraduate courses at more than 25 off-campus sites in the region. Seven percent of the students are exclusively off-campus students; another 15 percent take at least one course off-campus.

Extent of the Institution's Mix of Instruction, Research, and Public Service

George Mason University incorporates into its undergraduate degree programs a substantial core of the arts and sciences and carefully designs all of its programs to equip graduates for successful careers in business, in public services, in the arts, or in the professions. There are 73 programs either in place or approved for initiation within the next three years, including 51 bachelor's programs, 19 master's programs, one professional program, and two doctoral programs.

The University encourages research as an integral part of the learning process by both students and faculty. It participates in cooperative research programs with the Naval Research Laboratory and the Goddard Space Flight Center. In 1977-78, $151,729 was received in grants from external sources for research.

The University maintains a Research Center for the Federal Theatre Project, which contains the major collection of creative materials produced by the Federal Theater Project of the 1930s and is open to all qualified scholars.

The University also assists in the development of the cultural and intellectual life of the community. During 1978-79, there were over 6,200 participants in the workshops, conferences, and short courses organized by the Division of Continuing Education.

The Institution's Future Directions to 1990

The University is growing rapidly. Approved fall on-campus headcount projections for 1989-90 are 17,343 compared to 10,038 for 1978-79, a growth of 73 percent in 11 years. Continued growth will probably occur both through increased enrollment in existing programs and from the addition of new programs, possibly including those at the doctoral level. The addition of the law school and associated general academic space adjacent to a new subway stop in Arlington is expected to have a large impact on the kinds of students served and the faculty to be hired. However, none of the changes and developments will affect the University more profoundly than the introduction of a select number of doctoral programs. Inauguration of the doctoral programs will result in a university which is qualitatively different in structure, instruction, faculty, students, finance, and physical plant, even though the majority of academic activity will remain at the bachelor's and master's level.

James Madison University

Harrisonburg

History and Development of the Institution

James Madison University was founded in 1908 by the Virginia General Assembly as the State Normal and Industrial School for Women at Harrisonburg. At that time four years of high school work as well as two years of post-high school work were offered. The institution was renamed the State Normal School for Women at Harrisonburg in 1914. In 1924, when the General Assembly designated the four state normal schools as teachers colleges, the institution became known as the State Teachers' College at Harrisonburg.

Authorization to award the baccalaureate degree was granted the school in 1916. High school courses were deleted in 1920-21, and the curriculum was broadened over the next decade to include a wide range of courses in the liberal arts. With the advent of an expanded curriculum, the General Assembly in 1938 renamed the institution Madison College in honor of President James Madison. Authorization to award the master's degree was granted in 1954. In 1966, by legislative action, Madison College became fully coeducational. Continued growth and changes at the institution resulted in it achieving university status, which was recognized by the 1977 General Assembly when the institution became James Madison University.

James Madison University is a coeducational, regional university of 8,300 students, 80 percent of whom are from Virginia. In order to gain admission, students must be both academically prepared and potentially able to contribute to the diversity of the university community. As a predominantly undergraduate institution, the curriculum offers a strong program of general studies which prepares a student for majoring in the standard fields of the humanities, sciences, education, and business, as well as for careers in the arts, communication, and the media. The academic programs are offered in the College of Letters and Sciences, the School of Business, the School of Education and Human Services, and the School of Fine Arts and Communication. The Graduate School administers all graduate programs at the University. No degree beyond the master's is offered, although the university has been approved to offer the Specialist Degree in school psychology and plans to seek approval to award this degree in counselor education.

Purpose of the Institution

James Madison University is a liberal arts university with a strong commitment to professional and pre-professional programs. The University's major emphasis is at the undergraduate level; however, the graduate program is also strong and growing. Graduate programs are proposed when the programs can provide an effective service to the community or when particularly excellent undergraduate programs—fine and applied arts, for example—can be extended into a position of regional and national recognition. As a regional university, James Madison attracts students from throughout the State, in particular those living in the Shenandoah Valley, and the State's urban areas of Northern Virginia, Tidewater, Richmond, and Roanoke.

The student body at James Madison University is heterogeneous; the University makes a conscious effort to attract a diverse student body on the premise that a student's total education is greatly enhanced by exposure to many different types of people from divergent backgrounds.

The University is primarily a residential campus, with the majority of its undergraduates living in university housing. A wide range of social, extracurricular, and dormitory programs are available to students to augment classroom instruction and result in total education for the student.

The University is dedicated to the belief that an enduring and meaningful educational experience must be based on an exploration of one's cultural heritage and contemporary life through general studies in the liberal arts and sciences. The University is also committed to the preparation of its students for success in a chosen occupation or profession. The University has a special commitment to preparing its students for the rapid changes in society.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University's major commitment is to superlative teaching. It recognizes that a sound educational effort emphasizes a spirit of honest inquiry, both in the classroom and elsewhere.

The importance of research and public service, however, are also recognized. All types of research are encouraged on the James Madison University campus, although the University normally concentrates on research which shows promise of immediate and direct benefit to the academic program.

The University is engaged in a variety of public service activities benefiting professional groups and industrial, commercial, and educational communities, as well as cultural programs which benefit the general community.

James Madison is now offering 68 academic programs at the undergraduate level and 28 at the graduate level. Approximately $1.3 million in grants are received annually to support research in the areas of the arts, natural sciences, social sciences, business, and education.

The Institution's Future Directions to 1990

The future of the academic program at James Madison University will be dictated by the needs of society. Continuing efforts will be made to anticipate the particular areas of expertise that will be in demand in the future, and the university's curriculum will be adjusted accordingly.

The University intends to use its traditional strength to meet the needs of the future. Future needs will be met, in large part, not by seeking out new directions in subject matter but by adjusting existing subject areas in different ways to support societal and student needs.

Emphasis on the improvement of institutional programs will continue, as will attention to research and public service—particularly as those activities affect the teaching mission. In the interest of public service, James Madison University recognizes the growing educational needs of the adult population. Existing programs will be expanded as necessary to support those needs. The University expects to be comprehensive at the bachelor's and master's levels in all areas where James Madison has traditionally shown strength with respect to contributing to the higher educational objectives of the Commonwealth.

Longwood College

Farmville

History and Development of the Institution

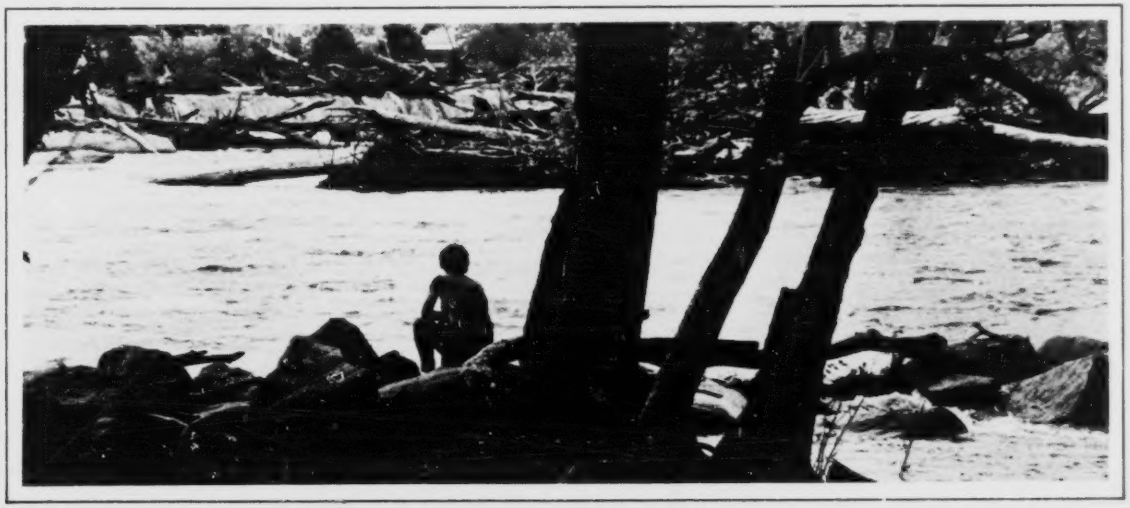
Longwood College originated from the Farmville Female Seminary Association, which was incorporated by the General Assembly of Virginia on March 5, 1839. The College acquired its present name in 1949, after having been known as the State Teachers College at Farmville (1924-29), the State Normal School for Women (1914-24), and the State Normal School (1884-1914). Until 1949, the institution was primarily a teacher-training institution for women. Concurrent with its last name-change, Longwood began a diversification of program opportunities which has led to its current status as a comprehensive college for men and women, with academic programs available at the bachelor's and master's levels.

Today, Longwood College is a small, state-supported, coeducational, comprehensive college located in a semi-rural setting. It has an on-campus enrollment of approximately 2,355. The student body is primarily in-state (87 percent) and residential (97 percent). The distribution of students by sex is 74 percent female and 26 percent male; racially, 4 percent of the student body is minority.

Approximately 50 percent of the students graduating from Longwood College earn certification to teach. The remaining students are enrolled in the other primary programmatic areas of business administration, social work, therapeutic recreation, liberal arts, and pre-professional studies.

The College is organized academically into 13 departments. At the master's level, the College offers advanced work in education (Master of Science) and English (Master of Arts). There are six undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in business administration, Bachelor of Science in business education, Bachelor of Fine Arts, and Bachelor of Music Education. There are 26 major programs at the bachelor's level.

In addition to its self-contained programs, Longwood has developed a number of cooperative programs with other institutions, both within and beyond the borders of the State. In most cases Longwood does not serve as the degree-granting institution, but rather provides the foundation courses for work completed at the cooperating institution. In addition a cooperative program with Hampden-Sydney College allows students from either college to take classes at the other. Longwood cooperates with a large number of public and private institutions within the State which provide intern opportunities for students in education, business administration, government, social work, and therapeutic recreation.

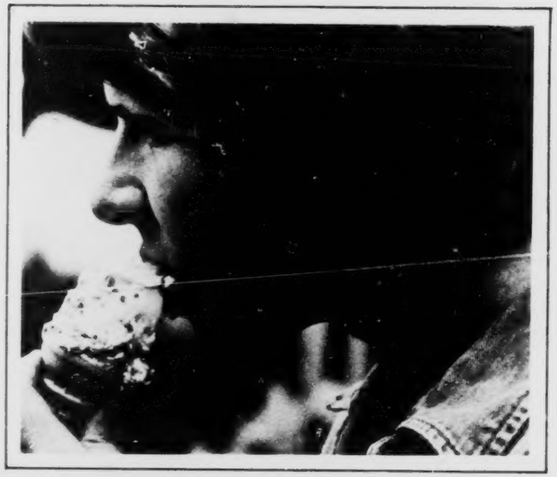


Purpose of the Institution

The primary educational objective of Longwood College is to provide a curriculum distinguished by academic excellence. The College believes that this goal is best achieved by a close interrelationship between teaching excellence and scholarly research. As an institution of higher education, the College is further dedicated to serving the citizens of Southside Virginia by providing enriched cultural opportunities to the area.

The primary areas within the Commonwealth from which the institution attracts students are Richmond, Northern Virginia, Southside Virginia, and Virginia Beach. Outside the State, students come primarily from New York, Maryland, New Jersey, Connecticut, and Pennsylvania. Students also attend the College from a variety of foreign countries.

As a member of the Central Virginia Consortium for Continuing Education, Longwood offers approximately 50 off-campus courses per year in the adjoining counties and in the cities of Lynchburg and Halifax/South Boston. An estimated 1,000 students are served by this program each year.



Longwood is one of the few remaining four-year comprehensive colleges in Virginia's diverse system of higher education. It is the only small, primarily residential college located in a semi-rural setting. Therefore, its character is unique. Because it is dedicated to the individualized style of instruction that can best be achieved at small institutions, the College will maintain its present size of 2,355 into the foreseeable future. The fact that it is primarily residential, taken together with its size, enhances the opportunity to develop a community of scholars, which is acknowledged as one of the best environments for learning. Its central location in the State, and its affiliation with a small town, can provide all citizens of the Commonwealth with an opportunity to share in a unique educational experience. The proximity of three larger cities also provides opportunities for urban, social, and cultural life for the student body.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The primary goal of Longwood College is to provide its students with instruction of high quality. For this reason, the majority of the institution's resources are allocated to this effort. The College recognizes, however, that quality instruction and professional activity, especially research, are closely related. Therefore, efforts are made by the members of the college community to seek independent means to engage in meaningful research. The College also seeks to serve the public through such activities as providing dinner theatres, fulfilling speaking engagements, and providing recreational activities for area children.

The Institution's Future Directions to 1990

Longwood has no plans to increase the size of the student body through 1990. The College's intent is to maintain a steady growth through the decade, with a headcount enrollment of 2,355 predicted for the early years of the decade, and 2,330 for the latter years.

Although the size of the institution will not change, the mix of students by race and sex will be different by 1989-90. The number of minority students is expected to triple, and the number of males is expected to double by that date. Although no plans exist at present to change the admissions standards, it is conceivable that, if applications remain high, some tightening of admission standards could occur by 1989-90.

The total number of programs offered by the institution by 1989-90 will not change significantly, but the types of programs offered will be slightly different. The College has received approval to initiate two new programs at the bachelor's level (health education and philosophy) and is developing programs in computer science and anthropology. The College is studying the feasibility of programs in public administration, in the learning disabilities/special education/gifted area, in communications media, and in physical education at the master's level.

The College is exploring the possibility with the Federal Communications Commission of establishing a campus radio station with limited FM broadcast capability. The purpose of the radio station is two-fold: to provide a public service for the citizens of Southside Virginia and to enhance the quality of the institution's communications courses.

Limited expansion of the institution's cooperative programs is expected during the 1980s. Cooperative programs in engineering are under study with Virginia Polytechnic Institute and State University and with the University of Virginia. In addition, expansion of internship opportunities in several fields of study, particularly home economics, is being planned with appropriate cooperating agencies.

Mary Washington College

Fredericksburg

History and Development of the Institution

Mary Washington College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg and became affiliated with the University of Virginia in 1944 as its women's undergraduate liberal arts college. In 1972 the College became an independent, state-supported institution with its own governing board. Since 1970 Mary Washington has been a coeducational institution with an increasing number of male students.

The College is primarily an undergraduate institution with the large majority of its students living on campus. Through an emphasis on quality, Mary Washington attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its dormitory students are from other states and foreign countries, with the largest proportion coming from other southern, middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," Mary Washington serves the educational needs of both a full-time and part-time commuting clientele through the utilization of its resources in the evenings and on weekends.

The College is organized into academic departments of one or more disciplines and offers 31 programs in the liberal arts and

sciences and compatible professional fields leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Liberal Studies. To fulfill the needs and interests of citizens in the region through the most effective use of existing resources, Mary Washington works in close cooperation with its neighboring state-supported institutions in planning and implementing new higher educational opportunities.

Purpose of the Institution

Mary Washington has historically focused on the liberal arts and sciences with the pursuit of academic excellence as the core of a value system which is emphasized throughout the College. This commitment to excellence and liberal learning will continue in the years ahead.

Believing that a broad liberal education based upon freedom of inquiry, personal responsibility, and intellectual integrity is the best preparation for citizenship and career, the College requires its undergraduates to pursue studies in the arts, the humanities, and the sciences as a necessary supplement to their concentration in a particular field.

As a small, predominantly residential, undergraduate institution of the liberal arts and sciences, Mary Washington is distinctive within the Virginia system of higher education by providing a small college alternative to qualified students.

Mary Washington is sensitive to the educational needs of the citizens within its commuting region, which has the fastest population growth of any area in Virginia. In response to requests from community leaders and representatives of government, business, industry, education, and the military, the College will continue to assess its full-time and part-time offerings and, when needed, propose curriculum changes to fulfill its continuing education commitment to the area.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. The goal of that instruction is to offer students learning opportunities that will provide them with a sound general education, sensitize them to their responsibility as citizens in the broader community, offer them the means to achieve the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives.

The College encourages individual and departmental research necessary to support the teaching processes and the undergraduate and graduate academic programs.

Mary Washington's public and community service activities offered on- and off-campus provide citizens with continuing educational opportunities and assist in meeting special community needs.

The Institution's Future Directions to 1990

In the decade ahead, as the College plans and reassesses its offerings, it will build upon its high quality liberal arts and science programs and propose curricular additions specifically designed to meet new and increased demands. Mary Washington College will continue to emphasize residential undergraduate liberal education, but will also offer, within the liberal arts context, a limited number of compatible undergraduate and master's level programs designed primarily for commuting students. Undergraduate programs in business administration, computer and information science, environmental earth sciences, and public administration, and an interdisciplinary program leading to the Master of Arts in Liberal Studies will be implemented in 1980. Master's programs in business and public administration are anticipated by the College in 1982.

Norfolk State University

Norfolk

History and Development of the Institution

Norfolk State University was founded in 1935 as the Norfolk unit of Virginia Union University. In 1942 Norfolk Polytechnic College was chartered to take over the functions and assets of the Norfolk unit of Virginia Union University; in 1944, by act of the General Assembly, the responsibility for the institution was transferred to Virginia State College.

To provide space for expansion, the City of Norfolk gave approximately 50 acres of land as a permanent campus for the College; construction began at the site in 1953. In 1956 the College was authorized to offer junior and senior college curricula terminating in the bachelor's degree. Because of its continued growth, the institution was separated from Virginia State in 1969 and established as an independent state-supported institution. The College received approval in 1973 to grant the master's degree. The 1979 session of the General Assembly changed the name of the institution to Norfolk State University effective July 1, 1979.

Norfolk State University is a coeducational, urban institution offering curricula in liberal arts and sciences, technology, and professional programs at the associate, bac-

calaureate, and master's levels. The enrollment at the institution in 1978-79 was 7,303. In-state students constitute nearly 90 percent of the total enrollment; 65 percent reside in the Tidewater area, and 35 percent are from non-commuting distances. Out-of-state enrollment has increased over the last five years, and it is anticipated that this trend will continue. The ratio of male to female students is approximately 40/60.

Students at the institution, while receiving degrees in a variety of disciplines, are concentrated in business, education, and the social sciences. The academic organization of the institution currently includes nine schools and 30 departments.

Programmatic emphases include bachelor's programs in the allied health professions, urban studies, business, and early childhood education. At the master's level the institution continues to develop its human resources program, which includes urban affairs, community psychology, communication, mass communications, and special education. The institution will probably propose future program development in the areas of business, fine arts, education, gerontology, and the allied health areas at either the bachelor's or master's levels.

In order to improve access for community college transfer students, the institution has a special relationship with the Virginia Community College System through credit transfer agreements in several areas. It also has agreements with Old Dominion University and Christopher Newport College. Norfolk State and Old Dominion also have a program of inter-campus registration, matriculation, and credits transfer. Norfolk State participates in a doctoral program in psychology which is offered jointly by Eastern Virginia Medical School, The College of William and Mary, and Old Dominion University.

Purpose of the Institution

Historically the purpose of the institution was to provide services for black Virginians who did not otherwise have the opportunity to receive a traditional form of higher education. Its current purpose is to expand that same opportunity to the larger community. Norfolk State will continue to emphasize the education of persons who constitute a nontraditional clientele and are desirous of developing their full educational potential. The institution strives to maintain a high level of academic and professional standards while providing alternative models for higher education.

Although Norfolk State University is located in the Tidewater area, it serves the entire Commonwealth and the nation. In addition, the institution serves a vital function as a provider of education for community college graduates at the upper level. Although the University's location is in downtown Norfolk, the institution provides off-campus services at various locations.

The School of General and Continuing Education offers a wide range of educational programs for individuals and organizations either on the Norfolk State campus or at appropriate locations. Included in the school are the Evening College Department, the Adult and Public Service Department, and the General Studies Department.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Norfolk State University considers instruction its highest priority; at the same time, research is regarded as an integral part of the teaching process. Independent, cooperative, unfunded, and sponsored research are conducted within the institution. With an anticipated expansion in graduate programs, the University will probably seek to increase its involvement in research.

Public service has also been central to the philosophy and mission of Norfolk State University. While many of the public service programs are implemented through the School of General and Continuing Education and the Evening College, involvement in public service is manifested in the overall college program. The physical facilities and resources of the University are used by the community, and the faculty and staff provide technical assistance and professional leadership for community organizations and activities. For example, the University has special laboratory programs for elementary, secondary, and adult students whose competencies in basic skills need strengthening. Instructional activities are provided in the areas of reading, language arts, mathematics and speech.

The institution offers 64 programs (seven associate, seven master's, and 47 baccalaureate degree programs). In addition to a wide variety of non-funded research, funded research is being conducted in biomedicine, mathematical sciences, pollution control, atomic energy, environmental sciences, and human resources, and ecology. The institution's funded research has an approximate annual dollar value of $300,000. The approximate annual dollar value of non-funded research is $450,000.

The Institution's Future Directions to 1990

Norfolk State expects to have a moderate increase in enrollment for the next five years, then remain relatively stable through 1990. This increase is anticipated as a result of student transfer agreements with the Virginia Community College System and the addition of new programs. The institution will be implementing several new programs over the next five years at the undergraduate and graduate levels. An increase in faculty is expected to accompany any increase in students.

Old Dominion University

Norfolk

History and Development of the Institution

Although The College of William and Mary offered extension courses in Norfolk as early as 1919, Old Dominion University had its formal beginning in 1930 when it opened as the Norfolk Division of The College of William and Mary. It was not until 1954, however, that the institution was authorized to offer baccalaureate programs. In 1962 the state legislature made the institution independent of The College of William and Mary, and shortly thereafter the new Board of Visitors adopted, with General Assembly approval, the name Old Dominion College. In 1968, the Board asked for legislative approval to change the name of the institution to Old Dominion University. The name was changed on September 1, 1969.

The University today has a student body of approximately 14,000 equally divided between males and females. Sixty percent are full-time students. Ninety percent are Virginia residents.

The University is organized into eight schools: Arts and Letters, Business Administration, Continuing Studies, Education, Engineering, General Studies, Graduate Studies, and Sciences and Health Professions. Master's degree programs are offered in several of the arts and sciences disciplines, business administration, accounting, education, engineering, public administration, urban studies, and health professions.

Certificates of Advanced Study are offered in two areas of education. Doctoral programs are offered in selected areas: engineering, psychology (both clinical and industrial organizational), and oceanography. Doctoral programs in biomedical sciences and urban services will begin in fall 1979 and applied physics and applied mathematics in 1981. The University has cooperative programming arrangements with Norfolk State University, the Eastern Virginia Medical Authority, The College of William and Mary, Christopher Newport College, Tidewater Community College, and Virginia Polytechnic Institute and State University.

Purpose of the Institution

Old Dominion is an urban university with the primary mission of meeting the educational and professional needs of Eastern Virginia. At the undergraduate level it emphasizes a comprehensive program of liberal arts, sciences, and selected professional programs. Graduate offerings address the region's needs for advanced professional education and for certain specialized programs. Old Dominion's six areas of specialization are marine and environmental studies, administration and urban technology, health and related studies, urban education, fine and performing arts, and international studies.

While basic or pure research is encouraged, emphasis is given to applied research because of the University's special responsibilities to the region it serves.

Old Dominion has a broad program of continuing education. It is committed to extending its service throughout the region and therefore offers undergraduate and graduate courses at many off-campus sites. It also offers a wide variety of non-credit courses, seminars, and short courses for individuals interested in personal enrichment and career development. Through these means the institution serves over 30,000 people annually.

The University seeks to admit all applicants who can demonstrate the probability of successfully completing their degree requirements. The composition of the student body reflects a diverse constituency with regard to age, sex, racial, socio-economic, and geographic backgrounds. The University believes that this diversity enhances its educational programs and atmosphere.

Extent of the Institution's Mix of Instruction, Research, and Public Service

As a doctoral degree-granting university, Old Dominion highlights the three primary functions of teaching, research, and public service, and each is regarded as important.

The institution offers 72 degree programs at the baccalaureate level, 34 master's degree programs, and four programs at the doctoral level. It is anticipated that 12 new programs will be initiated within the next three years: four at the baccalaureate level, four at the master's level, and four at the doctoral level.

The commitment of the University to the region it serves affects the nature of the research and related forms of scholarly endeavor undertaken by its faculty. Through contracts with NASA's Langley Center, faculty and students are engaged in work involving civil, mechanical, and electrical engineering, chemistry, biology, physics, and geophysics. Faculty also are engaged in research and scholarship in oceanography, education, business, health, humanities, and social and behavioral sciences. In 1978-79, 52 faculty members received approximately $3 million in public and private research funds.

The University meets its public service responsibilities through a wide variety of cultural, recreational, and educational programs. It sponsors community ballet; theatrical, musical, and athletic performances; lectures; and symposia. It provides workshops, conferences, and in-service programs for health and mental health workers, educators, business people, public officials, social service workers, and other groups.

The Institution's Future Directions to 1990

Old Dominion will continue to develop its urban and regional mission while expanding its enrollment by about 2,500 students with no major changes in the makeup of its constituency. The institution expects to strengthen programs at the undergraduate and graduate levels in the six areas of specialization recognized by the University as essential to the fulfillment of its mission. The majority of new doctoral programs will emphasize the applied sciences. The University will also seek to improve the quality of social services in urban Tidewater through a doctoral program in urban services.

The University's research effort will be expanded to include problems relating to the urban environment of the Tidewater region, particularly in the applied social, behavioral, and physical sciences.

Public service will receive an increased emphasis through programs offered both on and off-campus.

As a means of enhancing the quality and scope of higher education services in Eastern Virginia, Old Dominion will seek to increase its cooperative relationships with nearby institutions of higher education.

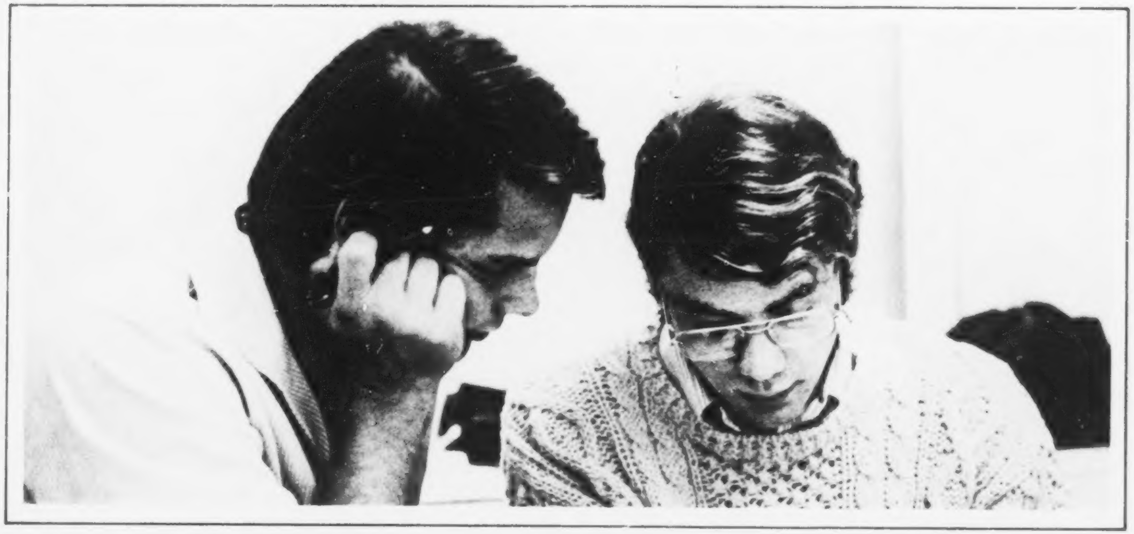
Radford University

Radford

History and Development of the Institution

Radford University was established by the General Assembly in 1910 as the State Normal and Industrial School for Women at Radford; it has been in continuous session since its formal opening in 1913. The school became Radford State Teachers College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944 the College was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the institution's formal affiliation with Virginia Tech in 1964. At that time an autonomous administration was established for Radford College, and the College was authorized to grant the Master of Science degree. In 1972, after almost 60 years as a college for women, Radford became coeducational and in 1979 the institution was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive, residential, undergraduate institution with selected graduate programs. Since 1972 the enrollment has increased by more than 55 percent. In the fall of 1978 the institution had 5,622 students in programs both on and off-campus. Radford's students come from all over the Commonwealth: 30 percent from Southwest Virginia, 25 percent from Northern Virginia, 20 percent from the Tidewater area, and 18 percent from



other parts of Virginia. About 7 percent are from out-of-state. While serving primarily as a residential campus (over 3,100 students reside on campus), the University also attracts local students who live within commuting distance of the campus.

Radford maintains strong programs in liberal arts, the fine arts, teacher training, business, and other professional fields. Presently the institution offers, in a medium-sized university environment, 55 undergraduate programs (including professional and pre-professional) in the Schools of Arts and Sciences, Education, Business and Professional Studies, and Fine Arts. The Graduate School offers degrees in 18 areas and offers work leading to the doctorate of education from the University of Virginia. The graduate program provides advanced and specialized courses of study, supervised practicum experiences, and opportunites for research.

Purpose of the Institution

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the entire Commonwealth. The pervasive commitments of the institution are to teaching and student learning; to the widespread participation of the faculty, students, and staff in the affairs of the institution; and to a demonstrated willingness to change. As the institution notes, "through a sound and comprehensive general education and carefully tailored major program options, students at Radford are challenged—intellectually, culturally, socially, and personally. Within this context, they can develop into mature, responsible, well-educated citizens."

Extent of the Institution's Mix of Instruction, Research, and Public Service

As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research, and creative activity. Because it is a student-oriented institution, Radford has set as its first priority a commitment to successful teaching. This commitment notwithstanding, research and professional activities are encouraged, and all faculty are expected to make "professional contributions" to the institution and to their respective disciplines. Radford's position is that research and teaching are not mutually exclusive activities and that research can and should be a vital part of the teaching transaction.

The University, with its primary emphasis on teaching, also attempts to serve the public needs of Southwest Virginia with a wide range of academic, cultural, and human service programs. Off-campus courses and programs are offered throughout the Western Region Consortium area, including an evening-weekend college in Roanoke. The University responds to the special continuing education needs of school systems, businesses, industries, and individuals in both the urban and rural areas of Southwest Virginia. Radford is committed to meeting the educational needs of fully-employed residents of the Western Region for high-demand programs, especially in the areas of business and education, by providing evening courses both on campus and at off-campus locations.

The Institution's Future Directions to 1990

Within the Virginia system of higher education, Radford University will continue to be a comprehensive institution of medium size with its primary focus on effective teaching. In order to maintain one of its special attributes—its sense of community—Radford will restrict its enrollment and maintain its comparatively medium size. As a result, the institution projects that it will increase only slightly over the next ten years—by approximately 400 students. Radford believes it can and will keep every outstanding feature of a medium-sized college while continuing to move forward responsibly and responsively as a medium-sized university.

Richard Bland College of The College of William and Mary

Petersburg

History and Development of the Institution

Founded by the General Assembly in 1960, Richard Bland College was established as a branch of The College of William and Mary to provide opportunities for higher education to the citizens of Southside Virginia. The College opened to students at its permanent location in Petersburg in September 1961.

Richard Bland College today is a two-year, non-residential, state-supported college of the Commonwealth of Virginia. It continues to be governed directly by the Board of Visitors of The College of William and Mary. Approximately 1,000 undergraduate students are enrolled, with about 97 percent being Virginia residents. About 70 percent of the institution's students are enrolled in programs in the arts and sciences, with the remainder in business. All students receive a firm grounding in the first two years of liberal studies.

The College consists of the Divisions of Humanities, Natural Sciences, and Social Sciences. The Associate in Arts, Associate in Science, and Associate in Science in Business degrees are offered.

Purpose of the Institution

Richard Bland College has as its primary mission the offering of transfer associate degree programs in liberal arts, business administration, and other career programs appropriate for a junior college. The College also recognizes its role and responsibility in community education, public service, and cultural activities.

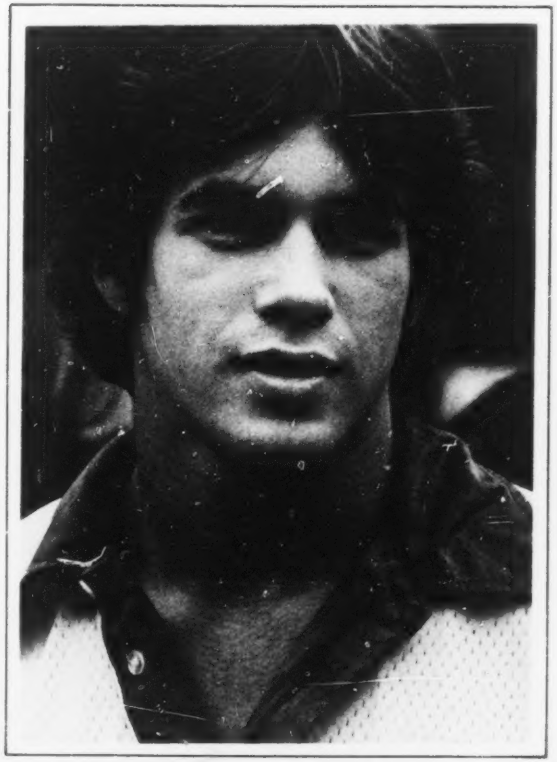
Although semi-professional skills are developed in appropriate programs, the College's curricular emphasis is on general education courses offered during the first two years of a baccalaureate degree program. Developmental programs are provided for students who need to improve skills necessary for success in college.

Continuing education is offered in the evening college, summer session, and extension programs. In addition, the Adult Education Program provides a series of non-credit programs for a variety of areas in the form of clinics, institutes, seminars, and short-term courses.

The College believes that its uniqueness in the state system of higher education lies in its continuing concentration on the preparation of its students for transfer to senior institutions, particularly The College of William and Mary with which it has a special transfer relationship.

Extent of the Institution's Mix of Instruction, Research, and Public Service

As would be expected in a primarily liberal arts junior college, the major focus of the institution is instruction. Research activities are generally limited to efforts by individual faculty members to strengthen their academic specialties. Public service is offered through the College's speakers' bureau and through consulting activities of the faculty and staff with area agencies, institutions, and service organizations.



The Institution's Future Directions to 1990

Richard Bland College intends to remain relatively stable in its enrollment and will continue to offer transfer associate degree programs in liberal arts, business administration, and career programs appropriate for a junior college. Such programs might include associate degree programs in some areas of the performing arts and allied health professions.

During the next ten-year period, the College will attempt to serve an increasing number of clientele beyond the 18-25 age range, as well as part-time students generally. The institution might also propose a two-year residential program for students from throughout Virginia who prefer the learning environment that a small liberal arts junior college can provide.

University of Virginia

Charlottesville

History and Development of the Institution

The University of Virginia, founded by Thomas Jefferson in 1819, is a major comprehensive state university of national character and stature. It was established following enactment of a statute by the General Assembly in 1819 providing that "there shall be established, in some convenient and proper part of the State, the University of Virginia, wherein all the branches of useful science shall be taught." The University is a coeducational institution with most of its students enrolled full-time and a large number living on campus. The 1978 fall semester, on-campus headcount enrollment was 16,179.

The University is comprised of the College of Arts and Sciences and the Schools of Architecture, Commerce, Education, Engineering and Applied Science, Graduate Arts and Sciences, Graduate Business Administration, Law, Medicine, and Nursing. The Division of Continuing Education provides courses for part-time students at numerous off-campus locations. Clinch Valley College of the University of Virginia is located in Wise. The University of Virginia Medical Center, which offers students in the health sciences a wide variety of settings in which to learn, also provides health care through its hospitals and clinics.

Today the University of Virginia confers a major portion of the doctoral degrees awarded by Virginia's institutions. At the same time, it prepares a large number of men and women for the professions at both the undergraduate, first professional, and graduate levels. Among undergraduates, the institution offers professional programs leading to degrees in architecture, architectural history, commerce, education, engineering and applied science, landscape architecture, nursing, and planning. At the first professional and graduate levels, the University offers professional programs leading to degrees in accounting, arts and sciences, architecture, architectural history, business administration, education, engineering and applied science, landscape architecture, law, medicine, nursing, and planning.

Purpose of the Institution

A university is a community of scholars having as its central purpose the enrichment of the human mind. This central purpose is served, at the University, by activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic awareness, of its members. In addition, the institution is committed to recording, preserving, and disseminating the results of its intellectual inquiry and creative endeavors. The University of Virginia seeks to achieve its purpose through the pursuit of specific goals, including educating men and women for the professions in undergraduate schools and programs, graduate schools, and

graduate professional programs; offering to the Commonwealth of Virginia and the nation the various kinds of public service which are consonant with the University's purpose; providing programs of continuing education to the Commonwealth and the nation; establishing appropriate new programs, schools, and degrees; and undertaking such advanced and special research as the educational requirements of the Commonwealth and the nation may indicate.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University of Virginia places equal emphasis on the programs of instruction and research. Both of these programs are essential in a comprehensive doctoral-granting institution.

The University of Virginia currently carries out research activities, most of which are federally and privately funded, in a wide variety of disciplines. Its annual expenditure for research and for the support of graduate students engaged in research is approximately $28 million; this amount is increasing at the rate of about 10 percent per year.

The University of Virginia also carries out an important program in public service through its Division of Continuing Education. Furthermore, the University of Virginia Medical Center performs a major public service by providing quality health care at primary, secondary, and tertiary levels.

The Institution's Future Directions to 1990

The University of Virginia will, after several years of controlled growth, reach a level fall headcount enrollment of 16,410 in 1980. It does not plan to change the size of its enrollment in the foreseeable future. There are no plans at this time for any major changes in the academic programs of the various schools of the University. Funded research should continue to grow at a rate of approximately 10 percent per year, and the service role of the University of Virginia Medical Center will continue to expand, particularly in the area of tertiary care.

Virginia Commonwealth University

Richmond

History and Development of the Institution

Virginia Commonwealth University was created by the General Assembly of Virginia July 1, 1968, with the merger of the Medical College of Virginia (founded in 1838) and Richmond Professional Institute (founded in 1917). This merger was proposed by the Wayne Commission in response to a perceived need in Virginia for a university with a primary orientation toward conditions prevailing in urban centers that embody many of the most critical national, state, and local problems. Building rapidly on its historical strengths, the University has become an urban-oriented, doctoral-granting, research university with a dual campus location in downtown Richmond providing a real-life laboratory for teaching, research, and public service, the scope of which is local, regional, national, and even international in its impact.

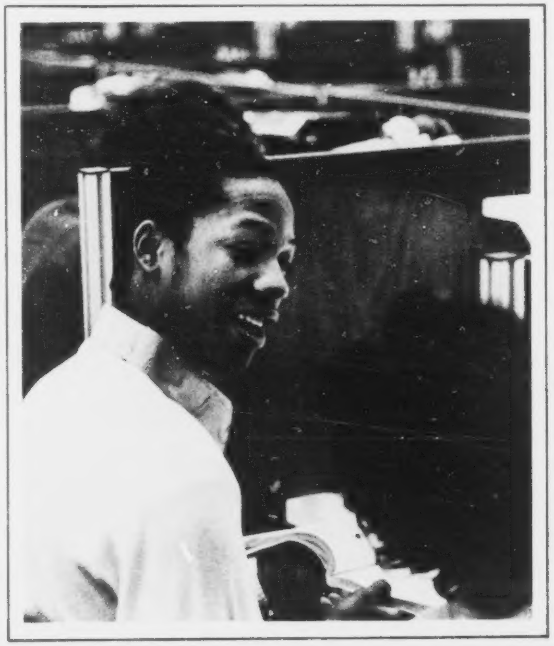
The present 18,500 on-campus students, of whom 89 percent are Virginians, are a blend of full-time, part-time, resident, and commuter with an age range of 17 to 78 and a median age of 26. The academic disciplines are organized into 12 schools: Allied Health, the Arts, Arts and Sciences, Basic Sciences, Business, Community Services, Dentistry, Education, Medicine, Nursing, Pharmacy, and Social Work.

Research and service to society are considered essential elements of the institution's primary programmatic orientation toward those disciplines needed in the regional area. Within this framework, the baccalaureate, master's, doctoral, and first professional degree offerings are structured to serve the evolutionary needs of today's urbanized society. Joint instructional programs are offered with Old Dominion University, the University of Richmond, the University of Virginia, and Virginia Polytechnic Institute and State University.

Purpose of the Institution

Virginia Commonwealth University is currently committed to two primary objectives. The first is to provide society with educated professional practitioners who have the capacity to deal with the specialized problems of their discipline and who possess the attributes of broadly educated persons. A parallel objective is to provide advanced study for practicing professionals and broad educational opportunities for the part-time adult. These objectives necessitate depth and quality in the participating disciplines and strong support from the fundamental disciplines of the arts and sciences.

The institution's primary service area is Virginia with most of its students from Central Virginia. A number of disciplines, however, have a national and international student market and reputation. Continuing education is conducted as an extension of the primary functions of instruction and research. The objective is to establish the means by which the University can make its skills, knowledge, and talents useful in addressing the problems that face large population centers. From medicine to accounting to art, the appeal of the University to its students is centered in its broad span of disciplines. This appeal is enriched by almost 20 educational programs that are unique in the Commonwealth.



Extent of the Institution's Mix of Instruction, Research, and Public Service

The diversity of the total societal environment which surrounds the University is served by a balanced commitment to each of the three functions of instruction, research, and public service. It is this balanced commitment which enables an urban-oriented university to disseminate to society the results of its cultural, scientific, and professional inquiries. Research is defined as an inseparable component of the teaching-learning process. The University's research effort, exceeding $20 million a year, is within the top 100 research universities in the nation. Patient care, a mandatory segment of the teaching-learning process, is provided as a service role model for comprehensive health care. Similarly, other institutional service functions seek to identify and evaluate societal needs and to provide the appropriate model to help satisfy these needs.

The Institution's Future Directions to 1990

Virginia Commonwealth University's future is directly related to the evolving needs of its metropolitan service area. Future modifications in program emphasis must accommodate the needs of the society of which it is a part. The concept of instruction, research, and public service as interdependent components of a total system is crucial if

the University is to provide the leadership to solve critical urban problems. This change in response to society's needs will be evidenced by both additional research and graduate programs and in a broadening of the opportunities for the adult learner.

Virginia Community College System

History and Development of the Institution

The impetus for the establishment of the statewide system of community colleges in Virginia was a desire on the part of the Commonwealth to expand the educational opportunities available for citizens beyond high school. In the early 1960s, educational opportunities within the State were limited, because higher education programs were not available in some regions. In addition, the State was unable to meet the demand of new industries for skilled workers. The General Assembly, aware of the needs, established the Commission on Vocational and Technical Education in 1962, and, in 1964, created the State Board of Technical Education and the Department of Technical Education to establish and administer vocational and technical schools. Also in 1964 the Assembly appointed the Virginia Higher Education Study Commission with a mandate to examine the possible establishment of community colleges to fill a gap in Virginia's system of higher education.

In 1966, legislation was enacted to create a Department of Community Colleges and a State Board for Community Colleges. The legislation provided for the creation and maintenance of a statewide system of comprehensive community colleges—the Virginia Community College System—with the State Board for Community Colleges responsible for the establishment and administration of all the comprehensive community colleges within the system. In addition, local Community College Boards were established to act in an advisory capacity to the State Board. Several technical schools and university branches which existed in 1966, along with the addition of a number of new colleges, formed the System which now exists. Today, each of the 23 community colleges located throughout Virginia serves a designated geographic region.

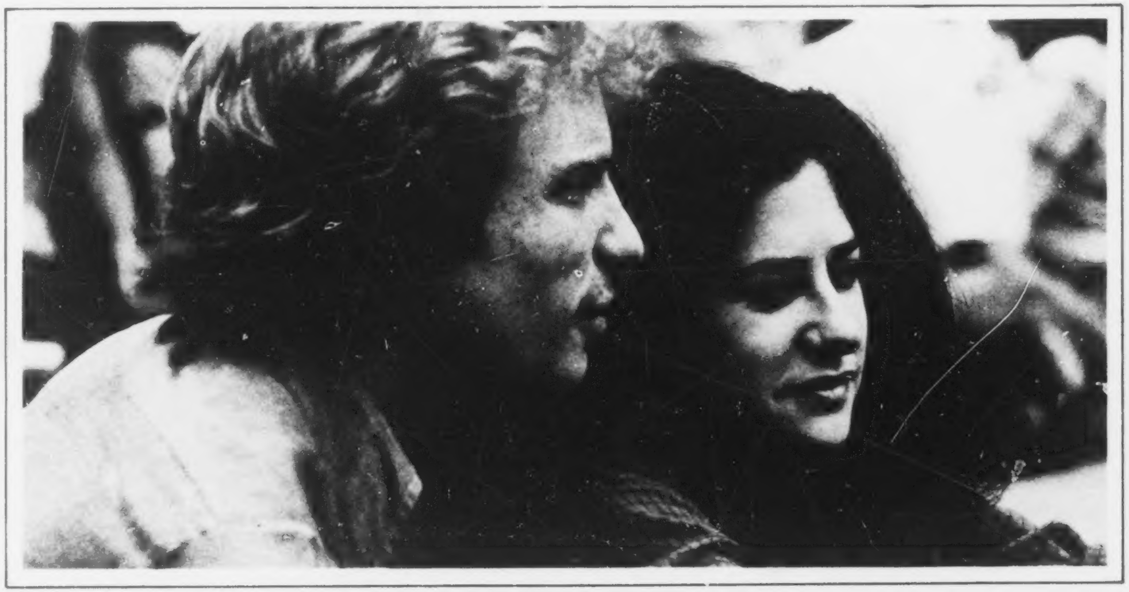
In 1977, the General Assembly passed a resolution changing the role of the State Board for Community Colleges from a board of a State agency to a governing board of a statewide institution of higher education.

The mission of the Virginia Community College System is to assure, as part of the statewide education community, that all individuals who can benefit through the development and extension of their skills and knowledge will be able to do so. To accomplish this mission, the VCCS provides access to low-cost, post-secondary educational opportunities within commuting distance of all citizens.

The 23 individual colleges are comprehensive, offering freshman and sophomore courses in the arts and sciences which may be acceptable for transfer to baccalaureate degree programs; diversified technical curricula including programs leading to the associate degree; occupational and technical education leading directly to employment; and courses in general and continuing education for adults. The principal emphasis of the System is occupational-technical education with a related emphasis on counseling and guidance. Developmental and community service programs are also an integral part of the mission. In addition, the VCCS provides trained individuals through a cooperative effort with industry, business, professions, government, and other educational institutions.

In the fall quarter, 1978, the VCCS enrolled 95,216 students in on-campus courses and an additional 4,465 students in off-campus credit offerings. In addition, there were approximately 90,000 enrollments in community service offerings during 1978-79.

Seventy percent of the community college students in fall 1978 were enrolled part-time, and over 50 percent of the students attending community colleges were 25 years of age and above. The median age of community college students was 25 in fall 1978, but 700 students were 60 years or older. Women now represent 54 percent of all students, while blacks have increased from 9 percent in 1972 to 14 percent in 1978. Increasing numbers of students are enrolling as non-curricular students; their goals are general knowledge, as well as cultural and personal enrichment. For other students, preparation to enter baccalaureate degree programs, job training, and job-upgrading are central features of their programs.



Student transfer agreements with four-year institutions promote the successful transfer of students from the two-year colleges.

Purpose of the Institution

The purpose of the Virginia Community College System is to provide all citizens in the Commonwealth access to post-secondary educational opportunities within commuting distance of their home or work and at a cost which most can afford. The modified open-door admissions policy ensures that all citizens who can benefit from programs and services provided by the colleges will have the opportunity to do so.

Each community college participates, along with senior colleges and universities, in one of the six regional continuing education consortia. The consortia are committed to provide continuing education opportunities and public service activities which meet the needs and interests of citizens in each region of the Commonwealth.

The continuing education and community service programs offered by the community colleges are varied. The continuing education programs include credit offerings, located in both on and off-campus facilities, which may be used for general educational improvement and which may meet the needs of such specific career groups as legal secretaries or bank employees. The off-campus courses enable the college to extend educational opportunities to local communities. Non-credit courses and seminars, which are self-supporting, provide learning experiences which are not available in traditional credit programs. College facilities and personnel are available to citizens of the service region for special events. In addition, community service programs are offered by the colleges throughout the year. These programs are intended to provide educational and cultural opportunities for area residents. Art exhibits, lectures, workshops, conferences, festivals, and fairs are examples of the numerous community service programs offered at community colleges.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Quality instruction at a reasonable cost and public service programs which meet the educational needs of the localities served are emphasized over the research function at community colleges. Ten programs which lead to Associate in Arts or Associate in Science degrees are offered as college transfer programs. Approximately 170 occupational-technical programs lead to the Associate in Applied Science degree or to certificates and diplomas. The occupational-technical programs include the following major curricular areas: agricultural and natural resource technology, arts and design technology, business technology, engineering/industrial technology, health technology, and public service technology.

Community service programs are specifically designed to meet the educational and cultural needs of the local community. Basic emergency medical technician courses, real estate examinations, seminars for women, health fairs, energy conservation seminars, English as a second language, and communication with the deaf are examples of only a few of the varied community service programs offered statewide by the community colleges.

The Institution's Future Directions to 1990

The growth and development of the Community College System since its inception in 1966 has enabled Virginia to make great strides toward increasing access to educational opportunities for citizens throughout the State.

In the next decade, the Virginia Community College System will continue, within the scope of its mission, to provide to citizens throughout Virginia access to the educational opportunities which best meet their needs. It is anticipated that headcount enrollments will continue to grow, but at a somewhat slower rate than in previous years. The System expects to continue serving additional adult students, women, and minorities.

The number of students enrolled in both credit and non-credit programs offered in off-campus facilities will add to the growth in the total number of students served. Community service programs are also expected to enroll larger numbers of students as the demand from constituents increases.

A commensurate growth in the number and variety of educational programs is expected as the VCCS keeps abreast of statewide manpower needs in government, industry, business, and professions. The Virginia Community College System will also continue its commitment to serve the economic development of the State by training or retraining students who aid the State's economy by taking or returning to jobs in their local communities.

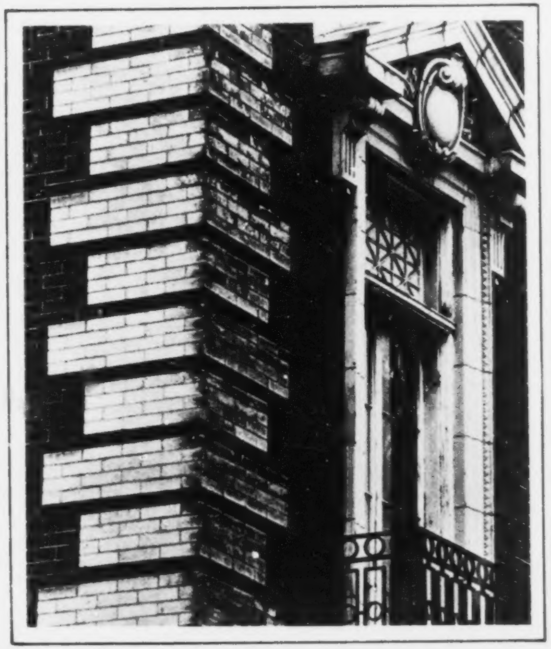
Virginia Military Institute

Lexington

History and Development of the Institution

The Virginia Military Institute was founded in 1839 as the nation's first state military college. It is now the last classic military college in the nation.

VMI cadets constitute a military corps, with the governor as commander-in-chief. Today, VMI is a unique learning environment, the product of 140 years of refining its philosophy of educating citizen-soldiers, young men prepared for leadership roles in society and for military leadership in time of national need.



VMI is a fully accredited, state-supported, four-year undergraduate military college for men. Approximately 55 percent of the cadets are residents of the Commonwealth, and all Virginia applicants who are academically and physically qualified are accepted for admission. The distinctive aspect of the VMI college experience is its challenging military program.

Academic majors at VMI lead to Bachelor of Arts or Bachelor of Science degrees in the general fields of engineering, liberal arts, and science. In addition, all cadets participate in Reserve Officers Training Corps programs established and maintained by the U.S. Department of Defense. Successful completion of the programs earns graduates armed forces commissions which must be accepted with an obligation for active duty.

Purpose of the Institution

The primary purpose of Virginia Military Institute is the thorough education of young men within a framework of military discipline and governance. It is a purpose unchanged from that set by the founders who said, "The military feature, though essential to its discipline, is not primary in the Institute's scheme of education."

In essence, the purpose is to combine the academic work of a full college curriculum and the exacting daily regimen of military discipline. The military atmosphere contributes to the Institute's philosophy of a broad and sound education.

In order to emphasize the whole man, extracurricular activities are stressed. Programs ensure physical well-being for those not engaged in intercollegiate athletics, and club activities are limited only by the imagination and interests of the cadets.

Virginia Military Institute encourages applications from all qualified male Virginia high school graduates as well as from men throughout the other 49 states and the U.S. territories. Qualified foreign male students are also encouraged to apply.

Extent of the Institution's Mix of Instruction, Research, and Public Service

VMI gives academic instruction at the undergraduate level in ten degree programs from the general fields of engineering, liberal arts, and the sciences. All cadets must choose an officer training program associated with the Army, Navy, Marine Corps, or Air Force ROTC. Successful completion of the VMI program enables graduates to enter many civilian professions, the armed forces, or to continue their education at graduate, medical, and law schools.

The VMI Research Laboratories is the

research arm of VMI for administering grants and contracts. The Laboratories' annual research volume exceeds $50,000; about one-quarter of the faculty plus a number of cadets are involved in studies sponsored by federal and private grants.

As part of its public service commitment, VMI provides many academic, athletic, recreational, and physical training programs and facilities to the community. Through its continuing education program, all who are qualified are offered the opportunity to take courses for credit in the Summer Session and in the Evening College. Non-credit short-term courses and seminars are held annually for specific interest groups. Numerous cultural programs give support to VMI's academic efforts and, because they are open to the public, add substantially to the Institute's community service. Faculty and staff members serve on many community boards and committees.

The Institution's Future Directions to 1990

Believing that the uniqueness of the Virginia Military Institute lies, in part, in the close relationship which exists between instructor and cadet, VMI limits its enrollment. There are no plans to enlarge the Corps to such an extent as to destroy the effectiveness of the VMI training and academic programs.

Virginia Polytechnic Institute and State University

Blacksburg

History and Development of the Institution

Founded in 1872 as the land-grant institution of the Commonwealth, the University has evolved over the past century from a small, provincial technical college to a comprehensive university. The change occurred within the provisions of the founding legislation, the Morrill Act, which stipulated that the land-grant endowment should be used to support the teaching, not only of the agricultural and mechanical arts and sciences, but of all scientific and cultural studies related to the "liberal and practical education of the industrial classes in the several pursuits and professions of life."

The Morrill Act thus incorporated three fundamental concepts, revolutionary at the time but now adopted in the national system of land-grant universities: (1) that higher learning should be made available to talented men and women regardless of economic class or condition; (2) that inquiry and instruction should be directed toward the end of knowledge for its own sake, as well as toward knowledge applied for the benefit of all; and (3) that the results of scientific inquiry should be immediately and broadly disseminated throughout society. The distinctive character of the University has been further modified by subsequent federal legislation, such as the Hatch Act of 1877 (establishing a national network of agricultural experiment stations) and the Smith-Lever Act of 1914 (creating a Federal Extension Service within the United States Department of Agriculture). These principles were recognized by the formal establishment, by the Virginia General Assembly in 1966, of the Research and

Extension Divisions as statutory agencies of the Commonwealth.

Today the University serves the educational needs of approximately 20,000 students through the curricular offerings of the 185 baccalaureate and graduate degree programs, contributes to the advancement of scientific knowledge through an established research program annually supported by nearly $25 million in state, federal, and other external funds and disseminates the results of a portion of this research to the citizens of the Commonwealth through an elaborate network of extension offices in the counties and cities of Virginia.

The University is organized into seven undergraduate colleges (Agriculture and Life Sciences, Architecture and Urban Studies, Arts and Sciences, Business, Education, Engineering, and Home Economics), the Graduate School, and the developing College of Veterinary Medicine, which is expected to open in 1980. The University is selective in admissions, receiving more than 10,000 undergraduate applications for approximately 3,800 freshman positions, with average Scholastic Aptitude Test (SAT) scores of entering classes above 1,050.

Purpose of the Institution

The following statement has been developed by the faculty and approved by the Board of Visitors to define the future development of the University:

> Virginia Polytechnic Institute and State University is a publicly supported land-grant institution, charged with responsibility for carrying out programs in teaching, research, and extension primarily for the benefit of the people of Virginia. . . . The University strives for excellence in fulfilling all three missions of a comprehensive land-grant institution. Achievement of this goal depends on concentrating efforts on those activities that the University is uniquely qualified to pursue, and on effectively planning and adapting programs in teaching, research and extension to the changing needs of society and to the University's evolving capabilities. . . . Deserving high priority among the University's aims are attraction of the best potential faculty of the highest quality. Also crucial are enhancement of the intellectual atmosphere, continued improvement in instruction and extension programs, vigorous support of research and graduate studies, maintenance of critical standards in all areas, and provision of adequate support services. . . .

Mix of Instruction, Research, and Public Service

Virginia Tech is firmly committed to the three missions of instruction, research, and public service. Approximately 50 percent of its budget is utilized for instruction, with the remainder divided approximately equally between research and public service.

The Institution's Future Directions to 1990

The University believes that Virginia will be best served in the coming decades if its energies and resources are focused principally on strengthening the quality of all of its programs. This conclusion is prompted by three premises: (1) qualitative improvement to the point of excellence in the University's instructional, research, and extension missions must remain a primary goal; (2) thoughtful and continuing evaluation leading to decisions to initiate, eliminate, or strengthen specific programs in response to the changing needs of the Commonwealth is essential; (3) the University must continuously encourage its component divisions to evaluate their respective missions and insure that their purposes are compatible with the overall goals of the University.

The University intends to maintain its present policy of serving the students of Virginia by reserving 80 percent of its undergraduate enrollments for in-state students. It also plans to maintain extension offices throughout the Commonwealth and to offer off-campus programs where needed, in cooperation with the State Council of Higher Education and the regional consortia for continuing education.

Virginia State University

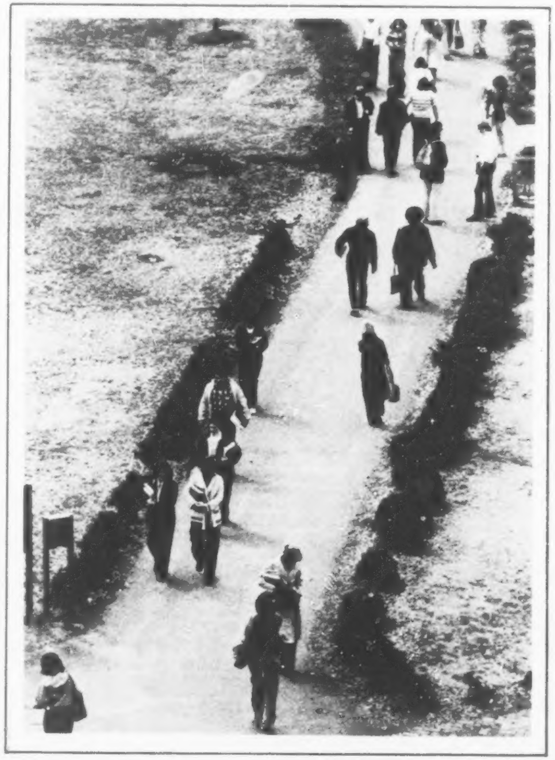
Petersburg

History and Development of the Institution

Founded in 1882, Virginia State University has always been a coeducational institution and draws about 85 percent of its 4,500 students from within the State. The bill for the establishment of the Virginia Normal and Collegiate Institute, as the University was first named, was drawn up and led through the legislature by A. W. Harris, a citizen of Petersburg. The institution's Act of Incorporation, approved by the General Assembly on March 6, 1882, stipulated that the Institute should establish a college and such professional departments "as deemed wise"; that the curriculum in the college departments should include the higher mathematics and classics; and that the Institute should also include a normal department, not to exceed three years in length, to provide less than collegiate work. The institution was originally intended to provide educational opportunities to black Virginians, although its present purpose is to serve the entire population of the Commonwealth.

Early in 1882, a commission appointed by the Governor purchased for the Institute "Fleet Farm," a tract of land west of Petersburg. On July 4, 1883, the cornerstone of the central building, known then as Main Building and later as Virginia Hall, was laid. On May 20, 1887, by an amendment to the original Act of Incorporation, the General Assembly standardized the curricula of the normal and collegiate courses.

On March 29, 1902, in an amendment to its 1887 action, the General Assembly eliminated the college department and changed the name of the Institution from Virginia Normal and Collegiate Institute to Virginia Normal and Industrial Institute. The amendment also indicated that the course of study should embrace normal and industrial departments and such other departments as deemed proper and fitting by the Board of Visitors.



The institution became Virginia's second land-grant college in 1920. Shortly thereafter the Board of Visitors restored the college department (1922) and by legislative enactment had the name changed from Virginia Normal and Industrial Institute to Virginia State College for Negroes (1930). By an act of the 1946 General Assembly, the official name of the institution became Virginia State College. It retained that name until the 1979 General Assembly changed it effective July 1, 1979 to Virginia State University.

Today, the University consists of seven schools: Agriculture and Applied Sciences, Business, Education and Human Services, Humanities and Social Sciences, Natural Sciences, Continuing Education, and Graduate Studies. In addition to the bachelor's degree, it offers the master's degree and has permission to begin a degree program at the advanced certificate level. The University has a close relationship with J. Sargeant Reynolds and John Tyler Community Colleges in the transfer programs in engineering technology and nursing. It cooperates with Virginia Commonwealth University in the health education and Master of Interdisciplinary Studies programs. It also cooperates with Old Dominion University in a five-year mathematics engineering degree program.

The University designs its experiences to be responsive to the concept of an open admissions policy, and its strategies fulfill the needs of three distinct categories of students: (a) those with academic potential but who are educationally deficient in their prior preparation, (b) those who have adequate prior preparation, and (c) those who can move at an accelerated academic pace.

Purpose of the Institution

Virginia State University is currently a multi-purpose, coeducational, land-grant baccalaureate and graduate level institution. It serves both commuters and students who live on campus. In the main, it serves students from Southside and Central Virginia; however, others come from throughout the State, other states, and 17 foreign countries. As a land-grant institution, it is engaged in instruction, extension, and cooperative research programs.

Extensive continuing education activities are conducted by the University through a variety of credit programs offered through the Evening College, the Weekend College, the Off-Campus Program, and the Holiday College, and in its summer sessions and non-traditional degree programs. Also, noncredit programs are conducted through conferences, workshops, short courses, seminars, and special programs. The University has a commitment to extending its research and teaching resources to meet the educational needs of the broader community, to meet the personal growth needs of individuals, and to provide learning experiences to persons engaged in the professions, industry, business, and public agencies.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University's objective is to promote and synthesize instruction, research, and public service. The primary emphasis at Virginia State University is on the function of instruction with the research and public service activities receiving major commitments through the institution's land-grant relationships and the School of Continuing Education.

The University engages extensively in research activities that seek resolutions to the problems facing society. For this purpose, it annually obtains external funding exceeding $2 million for the support of sponsored research activities.

Virginia State University is a moderate-size, comprehensive institution. It maintains close educational relationships among its faculty and students. It seeks to motivate students to pursue self-directed learning, to offer traditional and non-traditional education programs, to help residents in rural communities acquire skills necessary for them to improve conditions in their own communities, and to establish and maintain relationships with lesser developed countries.

The institution currently offers 29 bachelor's degree programs and 22 master's degree programs. These programs are designed to provide its students with a basic liberal arts education supplemented with pregraduate degree preparation, job-oriented skills essential for both public and private professions, and retraining opportunities for individuals whose job skills have become obsolete.

The Institution's Future Directions to 1990

Virginia State University will continue to serve Southside Virginia. It intends to remain relatively stable in enrollment, showing only moderate growth as its programmatic thrust broadens to include a revitalized School of Agriculture and Applied Sciences. During the next ten-year period, the enrollment will likely increase by about 400 students. The University intends to propose offering doctoral level programs and to provide opportunities in Southside Virginia for additional preparation and licensure in the professions, business, industry, engineering technology, human services, and public administration. At the same time, it will continue its strong traditional land-grant functions and programs in the liberal arts and education.

Mission Narratives-Independent Institutions

The Council of Higher Education has a good relationship with Virginia's independent colleges and universities. Since 1973 the Council has administered a tuition aid program to reduce the tuition gap between public and private collegiate institutions; this program helps give students greater freedom of choice in selecting an institution. The 1975 General Assembly enacted legislation establishing a Private College Advisory Committee to the Council, mandating the Council to provide advisory services to private colleges and enabling private institutions to enter into contracts for services with State institutions and agencies. Finally, the independent institutions have been active participants with the Council and the state-supported institutions in the Federal Postsecondary Education Commission program, a means for bringing together for planning purposes all segments of the State's postsecondary community—public, private, and proprietary institutions—as well as citizens.

The Council's interaction with the independent colleges and universities will become increasingly important in the years ahead. As enrollments cease to increase rapidly and resources become more limited, it will be more clear that what happens in one segment of higher education ultimately affects the other segments. The Council believes that this will increase the interdependence of the colleges and universities within the State's total system of higher education.

Because the Council does not approve their degree programs or enrollment projections, the Council has not formally approved the independent institutions' mission narratives. Nevertheless, the Council believes that the inclusion of the narratives in the *Virginia Plan* is important for the future higher education planning efforts in the Commonwealth.

Averett College

Danville

Chartered in 1859, Averett is a coeducational college of arts and sciences. The institution received its first accreditation as a junior college in 1917 and undertook a major reorganization in 1968 by adding a four-year baccalaureate degree program and making the college coeducational. Under its status as a senior college, Averett awarded its first baccalaureate degree in the spring of 1971. In 1977 Averett was authorized to offer the Master of Education; a graduate program leading to this degree began in 1978.

Baccalaureate degrees are offered in the arts and sciences, as well as in the fields of public education, business, religious life, and certain areas in the field of allied health professions. While research is encouraged, Averett's primary emphasis is on teaching and on creating a dynamic interaction between students and faculty, both within and beyond the classroom.

Averett's academic program is oriented toward the community. It serves as an educational and cultural center for the local community and the surrounding area. During the next ten years, the College anticipates strengthening the major programs already offered. In addition, the College is exploring the feasibility of establishing a baccalaureate program in nursing as well as in public relations. Also under consideration is a baccalaureate program in technology, an inverted program built upon community college technical degree programs. A degree program leading to a Master's in Business Administration is in the planning stages. The College seeks to offer a balance of liberal arts and professional career-oriented programs.

Approximately one-half of the total enrollment of 1,100 students lives on campus. Two-thirds of the present enrollment is female, although a more even distribution is anticipated in future years. Seventy-five percent of the students come from Virginia. The student body is drawn from a broad socio-economic and cultural base; the College strives to provide the average student with a strong liberal arts background augmented by studies in career fields.

Bluefield College

Bluefield

Established in 1922 by the Baptist General Association of Virginia, Bluefield College is a small, residential, coeducational, four-year college which places primary emphasis on instruction.

Bluefield provides terminal, associate, and bachelor degree programs. Terminal programs are offered in business and secretarial work. Associate degree programs are offered in liberal arts, fine and applied arts, education, medical-related areas, and engineering. Majors in the four-year programs include fine arts, English, music (applied, education, and sacred), religion and philosophy, business (accounting or office management), business and engineering, history, social sciences, elementary education, behavioral sciences (psychology-oriented), and general science education. Secondary education courses are offered in a number of areas for those students seeking teaching certification. All programs are accredited by the Southern Association of Colleges and Schools. Continuing education programs are also offered.

Bluefield College primarily serves the Virginia-West Virginia area; however, students also come from 12 states and the District of Columbia. In addition, international students comprise about 5 percent of the enrollment. Approximately 90 percent of the students are full-time, and 62 percent are resident students. The majority are Baptists, but the College has 24 religious groups represented. The distribution by sex is approximately 52 percent male and 48 percent female.

The College is open to all students who meet the admissions standards. Most of the students receive financial assistance.

Bridgewater College

Bridgewater

Bridgewater College was established in 1880 as Spring Creek Normal and Collegiate Institute. Nine years later the college was given its present name and was chartered by the Commonwealth of Virginia to grant undergraduate degrees. It is an independent college which has been affiliated with the Church of the Brethern since its founding. A college of liberal arts, it is coeducational and predominantly residential with an enrollment of approximately 850 students.

Bridgewater's primary academic objective is to be proficient in the teaching of social sciences, the humanities, and the natural sciences, rather than to offer specific technical or vocational training. Bridgewater is also concerned with assisting its students in their career planning and preparation; it is interested in their occupational competence and success; and it intends them to become both humane and proficient in their professions.

The College offers the Bachelor of Arts and Bachelor of Science degrees. While concentrating on a liberal education and development of the total personality, the College provides opportunities for students to develop proficiency in certain professional fields such as teaching, business administration, home economics, and social work. It also offers pre-professional educational opportunities for such fields as medicine, engineering, law, and the ministry.

The values of scholarship and personal

contact between faculty and students are recognized at Bridgewater. The emphasis on the search for knowledge has encouraged student-faculty research, and an honors program for superior students has been developed. Electing to keep its enrollment small, Bridgewater maintains a faculty-student ratio of 1:16.

Bridgewater College was the first coeducational college in Virginia. The mission was then, and continues to be, that of providing young people with a well-rounded liberal arts, Christian-oriented educational opportunity with the expectation that its graduates can make significant contributions to the society in which they live.

Eastern Mennonite College

Harrisonburg

Eastern Mennonite College is a liberal arts college of the Mennonite Church. The College offers both Bachelor of Arts and Bachelor of Science degrees. Professional and pre-professional programs are emphasized. At present, a diploma is granted for completion of a two-year program, but plans for awarding associate degrees are being considered.

The seminary arm of the College offers the Master of Divinity and the Bachelor of Divinity degrees. Together, the College and the Seminary offer a two-year program leading to a Master of Arts in religion. The College is developing plans for a master's degree program for parochial school teachers.

Eastern Mennonite College serves the Mennonite Church and the broader Christian community, both by providing persons who will, through teaching and example, assist the church in the pursuit of its mission and meaning, and by demonstrating responsible stewardship in receiving and offering its material resources. In addition, EMC strives to guide students through academic disciplines which will enhance their abilities to read critically, think clearly, communicate effectively, and inquire persistently, and which will instill attitudes and habits for life-long, self-directed learning.

The College attempts to use its resources and to educate students who will, in turn, use their resources to improve the welfare of all humankind by working toward world peace, just social structures, and equality of access to the basic human necessities for life and dignity.

The College does not anticipate major changes in curriculum or program offerings. The enrollment in the social work program is expected to continue to increase, and therefore there may be some expansion in this curriculum. The areas of chemistry and biology may also experience some growth. A major thrust will be the further development of the business program with significant enrollment increases in this area.

The College will continue to strengthen its liberal arts and humanities emphasis for all students; however, this is not expected to result in an enrollment growth in these areas. The major future emphasis will be on program quality, a professionally developing faculty, and adequate facilities and equipment for all programs.

Eastern Virginia Medical School of the Eastern Virginia Medical Authority

Norfolk

In 1964 the General Assembly created the Norfolk Area Medical Center Authority as the body responsible for the development of the Eastern Virginia Medical School.

In 1975 the General Assembly changed the name of the Authority to the Eastern Virginia Medical Authority to reflect more accurately the regional support for the Eastern Virginia Medical School. The EVMS operates a regional, community-based "university without walls" medical education system using both private and public support and the resources of the community to forward its educational activities.

The Medical School is a three-calendar-year program leading to a Doctor of Medicine degree. The major aim is to produce scientifically able, compassionate practitioners with a major emphasis in primary care.

At present there are 96 students per class. This number represents the optimal size planned for the medical school.

The Medical School also provides continuing medical education programs for physicians in Eastern Virginia and through the Eastern Virginia Inter-Hospital Medical Education Committee (EVIMEC) provides continuing health education programs for staff members of the 25 area hospitals now affiliated with EVIMEC. The Medical School does not plan to own or operate a hospital but, acting in partnership with the communities of Eastern Virginia, will develop further the existing clinical educational and service programs in this area.

In 1978 the Eastern Virginia Medical Authority was granted permission to offer master's and Ph.D. degrees as well as a joint program in clinical psychology (Psy.D.). The joint program is offered by The College of William and Mary, Old Dominion University, and the Eastern Virginia Medical Authority in association with Norfolk State University.

A similar joint program at the Ph.D. level in biomedical sciences, using the resources of Old Dominion University and the Eastern Virginia Medical Authority, began in July 1979. For several years the Authority has also offered a post baccalaureate program in art psychotherapy and provided training sites for psychology interns.

In 1974 the Medical Authority organized the Eastern Virginia Graduate School of Medicine to oversee the post-M.D. residency training programs in the associated hospitals of Eastern Virginia. The Graduate School of Medicine now operates 17 different programs in as many regional hospitals.

Currently over 800 members of the community have appointments to the faculty of the Eastern Virginia Medical School and are involved in curriculum development and its implementation at all levels of the medical education continuum.

Emory and Henry College

Emory

Emory and Henry College is a coeducational, liberal arts college granting the undergraduate degrees of Bachelor of Arts and Bachelor of Science. The numbers of men and women are approximately equal, with about three-fourths of the students living on the campus.

The College operates under a charter granted by the Commonwealth of Virginia on March 25, 1839, and since its founding has been related to the Holston Conference of the United Methodist Church. It is the oldest educational institution in Southwest Virginia and one of the few schools in the South which originally opened as a college and continued under its original name. Primary emphasis is on quality of instruction, with 80 percent of the teaching faculty holding earned doctorates. The location of the College affords it an opportunity to serve a primarily rural region in providing cultural and library facilities, concerts, and theater, all of which are open to the public. In addition, the College involves its faculty and students in regional programs of field study and research.

The Bachelor of Arts and Bachelor of Science degrees may be earned in 21 disciplines or a variety of interdisciplinary programs involving the humanities, social sciences, and sciences. Cooperative degree programs in engineering (with Tulane University, North Carolina State University, and Georgia Institute of Technology), in forestry (with Duke University), and in medical technology are also offered. Cultural enrichment programs, along with intercollegiate and intramural athletics and student-oriented recreational activities, complement the academic environment. The College's programs in teacher preparation are accredited under the "approved program" approach by the Virginia State Department of Education. This approval carries with it reciprocity agreements, through the National Association of State Directors of Teacher Education and Certification (NASDTEC) and through the Interstate Certification Contracts, with a total of 33 states.

Twenty-eight states and nine foreign countries are represented in the College's student body, with the largest number of students coming from Virginia, Tennessee, and North Carolina. The College intends to remain small and residential.

Ferrum College

Ferrum

Ferrum College, an accredited baccalaureate institution, received its charter in 1914 and was originally known as Ferrum Training School. At that time, it offered only elementary and secondary education but operated six branch schools in the Virginia mountains. In 1926 a two-year college department was added. As public education in the area improved, Ferrum became exclusively a two-year college in 1955. Ferrum College was awarded accreditation as a four-year institution in 1976. The College was organized by, and continues to be associated with, the Virginia United Methodist Conference.

Ferrum College is coeducational and residential. It currently offers programs at the junior college level and awards bachelor's degrees in eight program areas. The College continues to award the associate degree as well.

As a private senior college, 70 percent of Ferrum's activities are focused on instruction, 20 percent on public service, and 10 percent on research. Ferrum has a tradition of serving the community in which it is located and the Commonwealth of Virginia, and has expanded its service area into Appalachia and along the Eastern Seaboard.

One of the institution's major emphases is to offer programs, leading to the associate degree, which may be easily transferred to other senior institutions. The academic programs offered at the junior college level are 20 percent in the career and professional area and 80 percent in the liberal arts.

The College offers baccalaureate degrees in eight program areas through the "Senior Division in Human Services;" they include environmental studies, religious studies, leisure services, public affairs and administration, small business enterprise, community services (gerontology, child development, and corrections), social work, and educational theatre.

Future expansion plans will focus on broadening course offerings and developing a variety of teaching methods.

Student distribution is projected to continue in a pattern similar to the past, with 90 percent of the students residing on campus and pursuing a full-time academic program. The institution hopes that a balance of 60/40, male-to-female students, can be achieved. Ferrum seeks to include a cross-section (youth and adults) of the regional population among its student population, as well as representation from all economic and ethnic groups. Special effort is given to the inclusion of economically and educationally disadvantaged persons. The current level of enrollment, 1,400 students, is expected to be maintained through 1982.

Hampden-Sydney College

Hampden-Sydney

Hampden-Sydney, a four-year liberal arts college for men, has been in continuous operation since January 1776. The College is committed to the belief that a liberal arts education provides the best foundation not only for a professional career but also for the great moral and intellectual challenges of life. In this regard the institution emphasizes to its students that they should search for truth and should seek to develop an objectivity of thought, a sensitive moral conscience, a dedication to responsible citizenship, and an appreciation of the Christian faith.

The College offers the Bachelor of Arts and the Bachelor of Science degrees and prepares

students for professional training in law, medicine, government, teaching, the ministry, and other career fields.

Basic to the success of the College's program is the faculty, 90 percent of whom hold earned doctorates in their fields. The student/faculty ratio is 13/1, and the average class size is 20 to 25. While the College places primary emphasis on teaching skills, faculty research is encouraged as an aid to improving the quality of teaching.

About 70 percent of Hampden-Sydney's students, all men with the exception of exchange students, are from Virginia. The College is actively recruiting students from broader geographic, ethnic, and cultural backgrounds.

Hampton Institute

Hampton

Hampton Institute was founded in 1868 by Samuel Chapman Armstrong, a 27-year-old Union Brevet Brigadier General who sought to provide "an education for life" for former slaves. A small, private, residential, coeducational, liberal arts college, Hampton offers educational opportunities to qualified students regardless of race, color, creed, sex, or extent of handicap.

The College is organized into five undergraduate divisions and a Graduate Division. Undergraduate divisions are: Business, Fine Arts and Humanities, Pure and Applied Sciences, Social and Environmental Studies, and Education. The Graduate Division offers the Master of Arts and the Master of Science, which may be earned in the following areas: administration, communication disorders, elementary education, guidance and counseling, secondary education, and supervision (Master of Arts); biology, communication disorders and nursing (Master of Science). Among the new curricular program thrusts are a major in marine science, an M.B.A. program in business, a Scientific Research Center, a continuing education program, and a program which will concentrate on building trades to prepare students as teachers as well as skilled workers.

Top priority is given to good teaching at Hampton Institute, which has a faculty-student ratio of 14/1. Hampton remains faithful to its traditional commitment of coping with the problems of educating students whose academic and personal growth, potential and promise may have been inhibited by lack of economic, social, and educational opportunity.

The student body is composed of men and women from 37 states and 17 foreign countries. There are 210 faculty, 40 percent of whom hold the doctoral degree.

The College's 204-acre waterfront campus, affectionately known by students and alumni as their "home by the sea," is designated as a National Historic Landmark.

Hollins College

Hollins

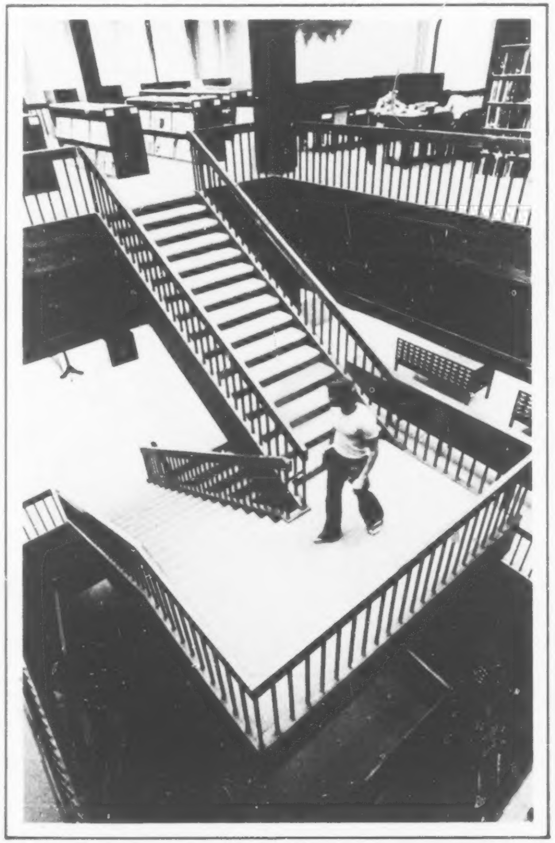
Founded in 1842 Hollins is an independent, nondenominational college for women dedicated to a liberal arts program of high quality.

As a liberal arts college, Hollins encourages the development of skills that one carries through life: reason, imagination, understanding, and communication. As a women's college, Hollins attempts to be sensitive to women's needs and to provide a setting supportive of their aspirations.

Today, with women's status in society undergoing dramatic change, Hollins has strengthened its traditional commitment to equip women to assume whatever life roles they choose. The College awards the bachelor's degree in 35 fields and the master's in creative writing, psychology, and liberal studies. Particular emphasis is placed on English, psychology, art, and music, and on such non-traditional areas as Russian studies, statistics, and film.

Almost all of the approximately 900 undergraduates as well as one-fourth of the faculty reside on-campus. Teaching is considered the foremost commitment at Hollins. Classes are small, with a student/faculty ratio of about 11/1. Students come from 40 states and the District of Columbia, as well as such foreign countries as China, Japan, Malaysia, Norway, Sweden, Venezuela, Kenya, and Saudi Arabia.

Through the College's programs in London and Paris, approximately 90 students live and study abroad annually. Approximately 70 percent of the freshmen entering Hollins graduate from the College.



Institute of Textile Technology

Charlottesville

The Institute of Textile Technology is supported as a cooperative venture by textile mills located throughout North America. Chartered in 1944, it was located in Charlottesville in order to serve the textile industry in the Southeast and New England, as well as the Canadian Textile Industry, and so that it could utilize the various resources of the University of Virginia. The Institute offers the Master of Science degree, a two-year program, and the Doctor of Philosophy degree. The Institute is unique, with a very small, selective enrollment and a primary mission of furthering the American Textile industry and its consumers. It will continue to remain small and selective.

Each mill which is a member of the cooperative venture provides financial support to the organization, shares in Institute services and research results, and appoints representatives to the technical advisory committee. A committee of mill executives and technical personnel meets twice a year with the Institute staff.

The Institute was established and is maintained exclusively for scientific, literary, and educational purposes. Its three principal objectives are: to conduct research on textile materials and processes, to train individuals at the graduate level in the fundamental sciences and in textile technology, and to maintain a library and information service to keep member mills informed of scientific and technical developments in the textile industry throughout the world.

For acceptance into the graduate school of the Institute, a student must be awarded a fellowship. Approximately ten of these are awarded each year to students who major in the physical sciences, mathematics, or textiles and have an interest in textile careers. The granting of degrees depends not only on credits for academic courses, but also upon demonstrated research ability and satisfactory completion of an approved thesis project. Fellowships are periodically granted for study at the doctoral level. Normally in this program the student will devote one-half of the time to formal classes and the remaining one-half to research.

Liberty Baptist College

Lynchburg

Liberty Baptist College, founded in 1971, is a coeducational liberal arts college offering the Bachelor of Science degree. The enrollment in fall 1978 was 2,229.

The college emphasizes scholarship in an environment of fundamental Christianity. The curriculum is action-oriented. Each student has many opportunities to use in a practical way the knowledge obtained in the classroom.

The campus is approximately 3,500 acres. A building program began in 1977. As the student body increases, additional buildings will be constructed to accommodate all of the necessary support services.

Accounting, business administration, business education, executive secretarial science, drama, drama education, English, English education, speech oral interpretation, speech-public address, speech-pathology, speech education, elementary education, physical education, applied music, music education, sacred music, biology, biology education, mathematics, mathematics education, Christian ministries, missions, pastoral studies, youth, history, history education, psychology, political science, television, radio, and film are the majors available at Liberty Baptist College. Feasibility studies concerning the possible addition of home economics and nursing are underway. As the interests of the student population reach into other areas, they will be explored for possible program development.

Lynchburg College

Lynchburg

Lynchburg College is a senior, coeducational, nonsectarian liberal arts college related to the Christian Church (Disciples of Christ). Located in the City of Lynchburg, it draws students from a wide geographic area. The College was founded in 1903 as Virginia Christian College, and in 1919 the name was changed to Lynchburg College. Although primarily an undergraduate institution offering general education in the arts and sciences, the College also has a graduate

program offering master's degrees in three major areas. The graduate program primarily serves students who work in the city and surrounding counties, as well as students who take courses on a part-time basis.

Lynchburg expects to remain a small college offering baccalaureate degrees in the arts and sciences and the master's degree in three areas. Teaching is the primary responsibility of faculty members. Research, writing, and community service are encouraged but not required.

Major programs are offered in arts, sciences, and applied studies fields: area studies (American); biological sciences; accounting and business management; education, including elementary, secondary, and special education; fine and applied arts; foreign languages; health professions (nursing, health sciences, and pre-medical and pre-dental); letters; mathematics; health and physical education, and recreation; physical sciences; psychology; social sciences; religious studies; and health services (medical technology). New programs are being introduced in speech communication and computer science, and within the next five years the college is expecting to introduce a program in music therapy. A 3-2 program in engineering is being planned. The master's degree is offered in education, business administration (management control, industrial management, personnel management, and public administration), and physics (physics, communication theory, and nuclear). A program for the educational specialist is being planned.

Under the "Lynchburg Plan" of general education, students may choose to meet basic general education requirements under a "General Option" based upon a traditional pattern with added flexibility, or a "Thematic Option" under which the student chooses a theme based on courses drawn from the humanities, social sciences, and natural sciences. Themes being developed include such examples as the following: American studies; environmental studies; the nature of humanity; language arts; science, technology and human values; humanity in society; European studies; humanity and the imagination; war and peace; women's studies.

About 55 percent of the students enrolled are from Virginia. Out-of-state students are mainly from the Middle Atlantic states, New England, and Florida. This distribution is expected to continue within the foreseeable future. Electing to remain a small college, Lynchburg College does not plan an appreciable expansion of its present enrollment consisting of 1,534 full-time students, 172 part-time students and special students, and 500 graduate students. There is dormitory space for 1,140 students, about three-fourths of the full-time undergraduate enrollment.

Mary Baldwin College

Staunton

Mary Baldwin College, a liberal arts college for women, related to the Presbyterian Church, U.S., offers the Bachelor of Arts degree. Founded in 1842 as Augusta Female Seminary in Staunton, it became a junior college in 1916 and a four-year college in 1923, at which time the name was changed to Mary Baldwin College.

The emphases of the institution are on instruction and the preparation of women of all ages for responsible societal roles. The educational program in the liberal arts is designed to foster learning which will lead to flexibility of mind and strength of values and provide the foundation for future careers, professions, and positions of leadership. Students may earn a degree under one of two general methods or programs. The first is the traditional, four-year liberal arts program designed primarily for the residential student who has just attained college age. This program provides a flexible curriculum which makes possible many options in designing a major and in forms of learning which, in addition to regular classes, include independent study and experiential learning projects under faculty guidance. A short May term is used for concentrated study in one area, as well as for off-campus field instruction.

The second program, the Adult Degree Program, is designed to meet the educational needs of adults. The program, which began in 1977, is a non-residential, individualized degree program which permits a student to work independently at her own pace and at a location that best suits her study plan and life circumstances. The learning contract method of instruction is used. Contract activities may include coursework, independent study, correspondence courses, or a combination of these activities. The College assesses and gives credit for the college-level learning a student has acquired prior to admission to Mary Baldwin through the prior-learning portfolio process.

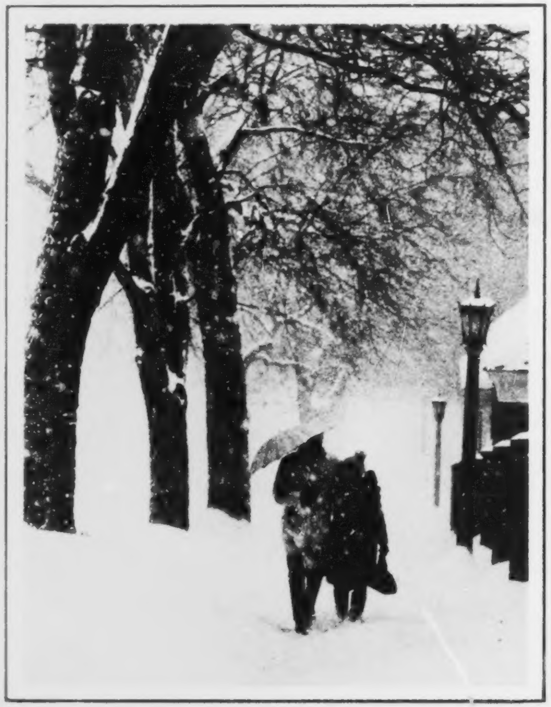
The student body of approximately 750 students is drawn primarily from the geographic region east of the Mississippi, with the majority from the Virginias, the Carolinas, Georgia, Florida, Texas, Pennsylvania, New Jersey, and Maryland. Approximately 88 percent of the student body is residential and enrolled in the traditional degree program. The remaining 12 percent are off-campus students enrolled in the Adult Degree Program. Enrollment is expected to increase in both programs during the next few years.

Faculty are appointed on the basis of teaching ability, as well as scholarly credentials. Fifty-two of the 62 faculty are full-time, with a high percentage holding the doctoral degree.

Marymount College of Virginia

Arlington

Marymount College of Virginia is an independent college for women which enrolls more than 800 students in undergraduate programs. Programs at the master's level are coeducational. The College is located in residential Arlington within sight of Washington landmarks. Its 17-acre campus includes residence halls, a student center



housing a gymnasium and swimming pool, a library, and several academic buildings.

The College began with an initial class of 13 students when it was founded in 1950 by the Religious of the Sacred Heart of Mary. Originally the College was owned by Marymount College in Tarrytown, New York. In 1960 it was incorporated as an independent, non-profit Virginia corporation. Beginning in 1968, changes were made to its bylaws and charter effecting transfer of its broad leadership to lay persons. At present it is governed by a 25-member board of directors which includes alumnae, attorneys, bankers, business men and women, civil servants, and educators.

Marymount offers the M.B.A., M.Ed., B.A., B.B.A., B.S.N., A.A., and A.A.S. degrees in conventional and time-shortened study cycles. Part-time cycles, evening study, and full summer programs are also offered. The College seeks a national enrollment. Currently students are enrolled from 28 states and 27 foreign countries. Virginia residents comprise approximately 31 percent of the student body.

Undergraduate programs are offered in 25 fields with the master's degree offered in business and education.

National Business College

Roanoke

National Business College was founded in Roanoke in 1886 and has been located at its current location in the center of the city since 1916. National is a privately owned, independent, coeducational junior college. The College offers academic degrees at the associate level with emphasis on business career disciplines. The College is accredited by the Accrediting Commission of the Association of Independent Colleges and Schools. Residential students comprise 30 percent of the student body.

The institution's physical facilities consist of a main academic and administrative building; a men's residence facility housing 80 men; a 250-capacity women's residence hall, which includes a cafeteria; a student leisure center; two additional classroom facilities at Lynchburg and Martinsville; and an extension center in Charlottesville. Expansion of the Roanoke academic facility is planned.

The College functions as two schools—Business Administration and Secretarial Science—with 11 degree programs and eight diploma courses. Major areas of study leading to the Associate in Arts degree include accounting, management, marketing, computer science, real estate management, finance, fashion merchandising, secretarial science (legal, medical, and executive), and court and conference reporting.

As a collegiate institution, National strives to develop each student intellectually, culturally, and socially while still emphasizing preparation for well-defined fields of employment.

National attracts students primarily from the tri-state area of Virginia, North Carolina, and West Virginia, although 65 percent are from Virginia. In addition, many other Eastern Seaboard states, as well as several foreign countries, are represented in the student body. There are equal numbers of men and women students. Racial minorities constitute 35 percent of the student body.

A strong emphasis is placed on adult and continuing education. In fact, approximately 30 percent of the students enrolled have families and are employed full-time. A special effort is made by the institution to meet the educational needs of these students.

In the future, National Business College will strive to stay abreast of changing career needs. Additional program areas will be added as the employment opportunities develop. Institutional studies of paraprofessional and administrative careers in the legal, medical, and dental professions are being conducted. Current programs offered will be evaluated for their suitability in matching the career goals of the individual students and the employment needs of society.

Presbyterian School of Christian Education

Richmond

The Presbyterian School of Christian Education was established in 1914 by the General Assembly of the Presbyterian Church, U.S., for the purpose of preparing men and women for key roles of leadership in Christian education. The school offers the Master of Arts degree and is a fully accredited graduate professional school with an ecumenical faculty and a student body from more than 20 denominations, 21 states, and nine foreign countries.

PSCE provides courses in Bible, theology, educational theory and practice, ethics, church history, pastoral care, recreation, youth ministry, early childhood education, human development, and folk dancing and camping. A new program in church music and Christian education has been inaugurated for persons seeking to combine a ministry in music with an educational ministry in the local church.

In addition to the regular two-year degree program, the school offers training through an extensive continuing education program, a large summer school, and the new Center on Aging, which trains congregational leaders, professional, and laity to serve the needs of older persons.

PSCE is clustered with Union Theological Seminary and the School of Theology of Virginia Union University to form the Richmond Theological Center, the purpose of which is to provide students with a more relevant preparation for contemporary ministry.

Randolph-Macon College

Ashland

Randolph-Macon College, founded by Methodists in 1830, was chartered by the General Assembly of Virginia that same year. For over 140 years it was a college for men, but in 1971 it became coeducational.

The College is a small, independent, liberal arts institution, and continues to be church-related. Offering both the Bachelor of Arts and the Bachelor of Science degree, it emphasizes not only traditional academic values but also the importance of the encounter between students and instructors both in and outside the classroom. Students become involved in research through programs of independent study, senior projects, and the colloquy.

Randolph-Macon provides a broadly-based foundation for learning rather than one which is narrowly technical or vocational. Seventeen academic majors are available in four curricular areas: arts and letters; religious studies, history, and philosophy; social science; and mathematics and natural science. Opportunities for interdisciplinary and independent study are also available, as well as courses which qualify students for teacher certification in Virginia.

The College is primarily residential. Women students comprise 40 percent of the student body, a ratio which is expected to remain constant.

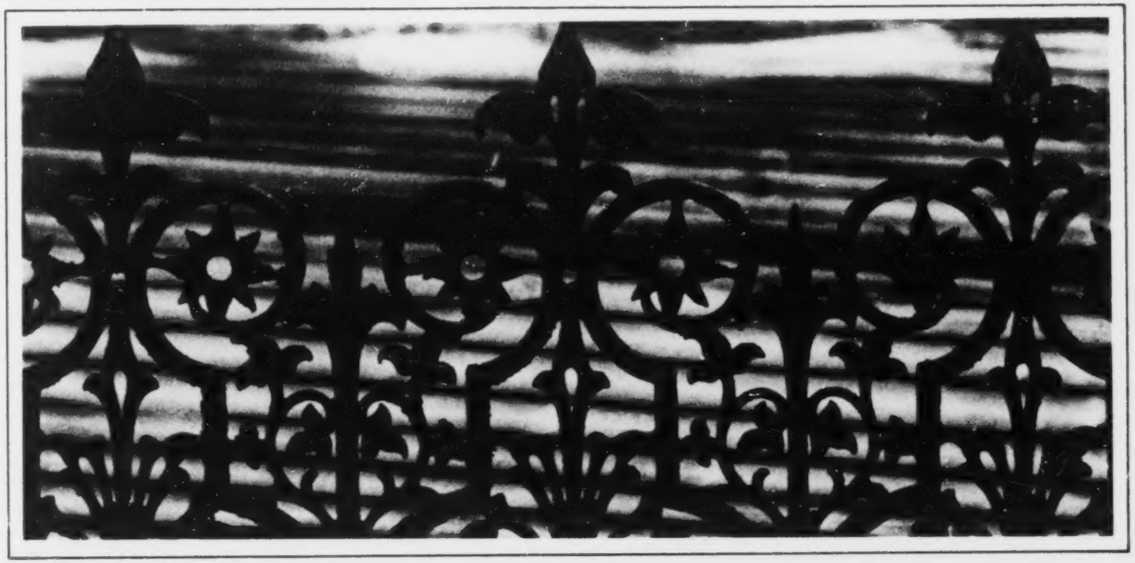
Randolph-Macon Woman's College

Lynchburg

Randolph-Macon Woman's College is an independent, four-year liberal arts college for women. Affiliated with the United Methodist Church, it was founded in 1891 under a charter granted in 1830 to the original Board of Trustees of Randolph-Macon College for men. Since 1953 the College has had its own governing Board of Trustees.

The College offers a curriculum which includes study in the humanities and fine arts, the social sciences, and the natural sciences; this curriculum leads to the Bachelor of Arts degree. It also prepares students for certification as teachers at the elementary and secondary levels. At present there are no definite plans to offer graduate programs.

At Randolph-Macon Woman's College, the faculty devote themselves primarily to instruction. They are also continually involved in research directed primarily toward an enrichment of classroom teaching but frequently resulting in the publication of findings. Public service is rendered through an array of cultural activities, most of which are free to the public. In addition, the College offers continuing education courses for citizens of the community. Plans are underway for cooperation with the Woman's Resource Center of Lynchburg for more extensive educational service to women in the area.



The College offers courses in most of the traditional liberal arts areas. Interdisciplinary majors are offered in about ten programs, as well as majors in approximately 25 different areas of the liberal arts. Among the unique educational opportunities of the College is the Junior Year Program at R-MWC's Center at the University of Reading in England. Recent program additions include majors in medical technology, international relations, and communication, plus a minor in business. These curriculum changes reflect R-MWC's desire to be responsive to increasing career opportunities for women while remaining basically a liberal arts college. This sense of mission is supported by the College's Career Development Center. Other similar programs may be added dependent upon financial resources and the needs of students.

Randolph-Macon welcomes students from the entire United States and from many foreign countries; the majority come from the southeastern United States. Virginians constitute the largest single group, and this pattern is expected to continue. The College will continue to function as an institution primarily for women students. Men are eligible to take courses, but they are not admitted as degree-seeking students in the regular B.A.

University of Richmond

Richmond

program. Women of non-traditional college age are encouraged to continue their education through the College's "Prime Time" program. Special support services help to make the transition into higher education easier for these students whose education has been interrupted.

The College now serves a wide range of socio-economic groups. This diversity is made possible by an extensive program of financial aid. Students are required to live on campus unless living at home or with a spouse. It is expected that the number of part-time students will increase to a figure slightly above the present count, which is approximately 10 percent of the total enrollment.

Founded by the Baptists of Virginia in 1830, the University of Richmond is related to, but not controlled by, the Baptist General Association of Virginia. The University is composed of the following colleges or schools: Richmond College for undergraduate men, Westhampton College for undergraduate women, the Graduate Program, the T. C. Williams School of Law, the School of Business Administration (and its graduate division), and University College (including summer program, evening, and continuing education divisions).

The University is the largest private institution of higher education in Virginia, but its coordinate structure offers the advantages of a coeducational campus along with the benefits of small, separately administered colleges. Primarily a teaching institution in the liberal arts tradition, the University emphasizes high quality instruction. At the same time, the faculty is encouraged to participate in research in order to keep its teaching stimulating and current. The University offers public service functions by providing many cultural activities that are open to the public. Also, the programs of University College and the Institute for Business and Community Development are available to persons engaged in business in the area and to business and community organizations as well.

The University of Richmond offers bachelor's degrees in all the traditional academic disciplines, plus business administration. It offers master's degrees in business administration, the humanities, and most of the traditional disciplines in the liberal arts and sciences. In addition, the University offers a Juris Doctor degree through the T. C. Williams School of Law. During the next ten-year period, the University will concentrate on strengthening its existing programs by fostering a climate of academic excellence and allocating significant new resources to accomplish this goal.

The University is serving an ever-broadening constituency, with the majority of its students coming from Virginia and the Northeast. Approximately 70 percent of the full-time student body is resident, about 32 percent are part-time, and about 45 percent are female.

Roanoke College

Salem

Roanoke College was founded near Staunton in 1842 by two pioneer Lutheran clergy, David F. Bittle and Christopher C. Baughman. Originally known as the Virginia Institute, the school was chartered in 1845 and moved to Salem in 1847, when it was renamed the Virginia Collegiate Institute. In 1853 the Virginia legislature granted the institution a charter as Roanoke College, raising it to the rank of a college. The college remains affiliated with the Lutheran Church in America.

Since its beginning the College's courses of instruction have been basically in the liberal arts. As a coeducational, baccalaureate level institution with approximately 1,350 students, Roanoke College has a resident student body of approximately 900. Another 300 full-time students commute, while the remainder are part-time. Slightly more than half of all students enrolled are Virginians. Most of the others come from states north and east of Roanoke. Large student populations come from Maryland, Pennsylvania, New Jersey, and New York.

The College offers programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Arts, and Bachelor of Business Administration degrees. Although the College has explored the possibility of offering work at the master's level, no shift in that direction is likely to occur within the next five to ten years.

There are currently 29 majors offered; they are administered through 11 different departments. In addition to majors in most of the traditional liberal arts, several interdisciplinary majors are offered (international relations, criminal justice, urban studies) plus several in more specialized areas such as elementary education and health and physical education. In cooperation with local hospitals, students can pursue studies in medical technology and radiologic technology and can receive a B.S. degree with a major in nursing. The College maintains a strong undergraduate emphasis in the natural sciences and in mathematics and statistics. In the social sciences, students combine strong academic preparation with internship possibilities. New undergraduate courses in social work are being introduced, and a Center for Community Research is being projected; the Center will increase student as well as faculty involvement in community projects. A Humanities Enrichment Program is

underway, with strong financial backing from the National Endowment for the Humanities and private sources, bringing to the campus visiting professors and outstanding lecturers. With the completion of the F. W. Olin Hall in 1977, the College is giving increasing emphasis to new majors in the fine arts. Current plans are to continue with the 4-1-4 calendar and to strengthen the January interterm. Plans are also underway to develop computer applications in a wide range of courses.

An extensive cooperative relationship with Hollins College has been developing over the years. Students may cross-register at the other college during regular semesters. In some majors, such as German, students may complete the program requirements only by taking courses at the other college. Also, Roanoke's facilities are used to provide courses leading to the Master's in Business Administration offered by Lynchburg College. A career counseling consortium is presently operating with the joint sponsorship of Roanoke College, Hollins College, Virginia Western Community College, and the area public schools. In addition, Roanoke belongs to the Western Region Consortium for Continuing Education.

The College does not anticipate any programs being offered outside the Roanoke Valley. The continuing education effort remains a modest one, but short-term programs and summer educational opportunities are being designed for special groups in the area. A greater emphasis is expected on programs for older adults.

Roanoke College is primarily a teaching institution. Research and public service on the part of individual faculty members are encouraged, but not at the expense of teaching. Research efforts by faculty remain modest; the amount of research directly funded from outside sources in any given year does not usually exceed $50,000. The major grant programs of the College are focused on the improvement of undergraduate teaching and faculty development. An effort has been made to make the new Olin Hall an artistic and cultural center for the Roanoke Valley and for Southwest Virginia, both in the arts and humanities. In addition, it is anticipated that the projected Center for Community Research, which will focus particularly on policy evaluation, will provide a needed service for the Roanoke area.

Roanoke College plans no major modifications in instructional purpose or function in the next decade. Enrollment is now near capacity and is expected to remain stable. No new majors or degree programs are anticipated in the near future; instead, a consolidation and strengthening of existing programs will be undertaken.

Shenandoah College and Conservatory of Music

Winchester

Shenandoah College and Conservatory of Music is a United Methodist-related, four-year college located in the Shenandoah Valley. It was founded in 1875 in Dayton, Virginia, and moved to Winchester in 1960. The Winchester campus includes 45 acres with ten modern buildings. Shenandoah is a member of or accredited by a number of regional and professional associations, including the Southern Association of Colleges and Schools, the National Association of Schools of Music, the National League for Nursing, the Council on Education of the American Medical Association, the Virginia State Board of Nursing, the University Senate of the United Methodist Church, the National Association for Music Therapy, the National Association of Intercollegiate Athletics, the Association of American Colleges, and the National Association of Independent Colleges and Universities. Shenandoah's strengths since 1877 have been and continue to be its programs in music, health sciences, business, and general education.

Shenandoah offers two-year associate degree programs in nursing, respiratory therapy, and piano technology. It offers four-year baccalaureate programs in music composition, music education, music management, music theatre, music performance, music therapy, philosophy-religion, psychology-education, recreation therapy, biology, chemistry, church music, dramatic theatre, elementary education, English, his-

tory, management, and mathematics.

During the next five years Shenandoah will continue to expand its academic programs to include baccalaureate curricula in nursing, respiratory therapy, and dance education. It will seek authority to add graduate instruction at the master's degree level in business management and music and an associate degree program in equestrian studies.

Shenandoah emphasizes a close student-teacher relationship. The student teacher ratio is 8 1. The current student population of under 1,000 is about evenly divided between men and women who come from all social and economic levels. Over 60 percent of Shenandoah's students receive financial aid. Shenandoah enrolls approximately one-third of its students from within a radius of 60 miles. Another third of the enrollment comes from Virginia and the surrounding tri-state area of West Virginia, Maryland, and Pennsylvania. The remaining third come from the northern Atlantic states.

Shenandoah emphasizes career education but also intends that its graduates be prepared to pursue graduate study or careers; that they be discerning, effective citizens and creative leaders; and that, having independent learning capabilities, they be desirous of continued intellectual growth.

Southern Seminary Junior College

Buena Vista

Founded in 1867 as the Home School for Girls, Southern Seminary Junior College is now a private two-year college with an enrollment of 237 women. It is nonsectarian. The College, committed to continuing as a women's two-year institution, offers three kinds of programs: a liberal arts program; curricula in occupational education, general studies, and fine arts; and a Junior College Certificate. The institutional emphasis is on instruction in educating its students in intellectual, physical, social, and spiritual values.

The College offers majors in the liberal arts leading to the degree of Associate in Arts, and majors in merchandising, interior design, secretarial science, animal science, pre-nursing, early childhood development, physical education, and general studies leading to the degree of Associate in Science. The Associate of Fine Arts degree is offered to students majoring in art, drama, or music. A Certificate in Horsemanship may be combined with other degree programs. Students not selecting a degree program may earn the Junior College Certificate.

Southern Seminary expects to remain a small, women's junior college and to keep its offerings sufficiently flexible to meet the demands of a wide variety of students.

Sweet Briar College

Sweet Briar

Chartered in 1901, Sweet Briar College is primarily a residential college for women. The aim of the College is to offer sound instruction in the disciplines of the liberal arts, constantly reinterpreted and reorganized so as to apply to the changing society. To this end, the College has initiated recent increases in interdisciplinary programs, internships, and independent studies, as well as courses in computer science and economics. The College confers only the degree of Bachelor of Arts and has no plans to offer degrees beyond this level.

The institution emphasizes teaching and faculty scholarship, especially that which improves and enriches teaching. Public service activities include programs for cultural enrichment of the local communities, continuing education for adults who wish to enroll as part-time students or register in special, non-credit courses designed to meet local needs, special short symposia on contemporary questions, and workshops for community and regional leaders on civic problems and development.

Bachelor's degree work is offered in the following fields of concentration: area studies, biological sciences, education, fine and applied arts, foreign languages, literature and letters, physical sciences, psychology, social sciences, and interdisciplinary studies. Significant additions to programs are not planned except, perhaps, for some increased offerings in area studies, applied arts, interdisciplinary studies, and selected preprofessional studies.

With a resident enrollment of 98 percent and a full-time enrollment of 99 percent, Sweet Briar's enrollment is expected to remain relatively stationary. Some 40 states and 14 foreign countries are currently represented within the student body. Sweet Briar endeavors to serve all socio-economic and cultural groups, and a trend of the last ten years has seen some increase in the diversity of students from different economic, regional, and racial groups.

Virginia Intermont College

Bristol

Virginia Intermont is a private, residential, undergraduate college. It has traditionally been a college for women, but men have been admitted since 1972. The College offers four-year programs leading to the Bachelor of Arts degree and two-year programs leading to the Associate in Arts degree.

Founded in 1884 as the Southwest Virginia Institute, the College became identified with the new junior college movement in 1910 and was the first two-year institution to be accredited by the Southern Association of Colleges and Schools. Four-year programs leading to the B.A. degree were initiated in 1970.

The primary function of the College is teaching-learning. Research and publication are encouraged, but not at the expense of teaching. Several community service functions are associated with the academic program.

Bachelor of Arts programs are offered in art, art education, ballet, biology, church music, communications, early childhood education, elementary education, English, general science, general studies, health, health education, horsemanship, management, merchandising, music, music education, office administration, photography, physical education, psychology-sociology, recreation, and social work. The teacher preparation programs have been granted "approved program" status by the State Department of Education. The social work program is accredited by the Council on Social Work Education.

Although Virginia Intermont enrolls students each year from approximately 35 states, its primary service area is Virginia and the Eastern Seaboard. Increasing numbers of students from the areas around Bristol, Tennessee-Virginia, are being served.

The College is affiliated with the Baptist General Association of Virginia, but approximately 20 denominations are represented in the student body of about 650.

Virginia Union University

Richmond

Virginia Union was founded in 1865 to provide quality education for the newly freed men. The University proper resulted from the 1899 merger of Wayland Seminary, National Theological Institute, and Richmond Technological Institute. Later, the assets of Hartshorn Memorial College and Storer College were merged with Virginia Union. Today, as a coeducational, private, liberal arts and sciences college, it offers students of every race and economic group the opportunity to acquire the knowledge and skills to be successful in life.

Virginia Union University is composed of four schools: the School of Education, the Sydney Lewis School of Business Administration, the School of Arts and Sciences (in a College of Liberal Arts and Sciences, which confers the Bachelor of Arts and Bachelor of Science degree), and the School of Theology, which confers the Master of Divinity degree. The School of Theology cooperates with Union Theological Seminary and the Presbyterian School of Christian Education in the Richmond Theological Center.

The University places more emphasis on teaching than on research, and the academic program is geared to meet the needs and interests of the individual student. The University's educational program is broad enough to inspire a range of interests, yet specialized enough to prepare students for advanced study or immediate entry into their chosen fields. Twenty-one major fields of concentration are distributed through three schools within the undergraduate college. The Graduate School of Theology offers over 51 courses of study, as well as those offered through the Richmond Theological Center curriculum.

The student body is composed of men and women from more than 25 states and several foreign countries. The University participates in an exchange program with Concordia College. Special programs in humanities, international relations, and urban studies are also available.

As an historically black university in an urban setting, the University is committed to providing students and the community with knowledge and understanding that will enable men and women to rise above the human-created barriers that exist between races, cultures, and nationalities. To this end, Virginia Union is broadening the scope of its academic programs to encompass the dynamics of living in an urban environment. The University, from its origin has admitted students without regard to race or creed.

To serve the community outside the campus, the University is expanding continuing education programs, developing its potential as a community resource center by enlarging the library collection of black history and literature, and working with numerous civic groups and organizations to study and solve societal problems.

Virginia Wesleyan College

Norfolk

Virginia Wesleyan is a four-year, fully accredited, residential, coeducational institution. It offers a liberal arts curriculum and grants the Bachelor of Arts degree. Chartered in 1961 and opened in 1966, Virginia Wesleyan College is by nature and design a church-related liberal arts college. It was founded by the United Methodist Church, which contributes to its support. The village concept within the overall architectural plan of the campus supports an institutional commitment to student-faculty dialogue.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. In the midst of a growing urban area, the College uses its geographic location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

The academic program of the College is represented by three divisions: Humanities, Social Sciences, and Natural Sciences and Mathematics. Students may select a divisional major in one of these broad areas or a departmental major in one of the following specific disciplines: art, art education, biology, chemistry, education (elementary or secondary), English, French, history, mathematics, modern foreign languages (French and Spanish), philosophy, recreation/leisure and physical education services, political science, psychology, religion, sociology, and theatre/communications. Interdivisional majors are offered in the following areas: American studies, communications studies, environmental studies, human services, international studies, and management/business/economics. Successful completion of any of these programs leads to the Bachelor of Arts degree. Special advisors are available to students interested in pre-law, pre-medicine, and pre-theology.

The College believes that educational institutions must remain relevant to the changing needs of students. Consequently, there is an institutional emphasis upon constant re-examination and experimentation. All students live in college residences unless they elect to live at home or with relatives. The ratio of men to women is approximately 49/51. According to future plans, the College expects to grow to a maximum enrollment of 1,200 students.

WEBB
MITCHELL
MONTGOMERY
MULLER
GOLDSTEIN
GOLLER
SUE-GRAY
GRAVES

Washington and Lee University

Lexington

In 1749 Scotch-Irish pioneers founded a small classical school near what is now the City of Lexington. In 1776 the institution was named Liberty Hall, and in 1782 it was chartered by the Virginia Legislature as Liberty Hall Academy. In gratitude for financial support received from George Washington, its trustees changed the name to Washington Academy in 1798 and to Washington College in 1813. Robert E. Lee served as president from 1865 until his death in 1870, whereupon the institution became Washington and Lee University.

Washington and Lee University is relatively small (1,742 students in 1979) and privately endowed. It offers undergraduate education in the liberal arts and sciences and, since 1870, professional education in law. The University confers Bachelor of Arts, Bachelor of Science, and Juris Doctor degrees.

Washington and Lee University is involved in instruction, research, and public service activities. In its undergraduate divisions—the College and the School of Commerce, Economics, and Politics—some 80 percent of its effort is in instruction, 10 percent in research, and 10 percent in public service. There is no plan to modify this balance.

In the School of Law, the ratios for instruction, research, and public service are approximately 75, 10, and 15 percent respectively. The Frances Lewis Law Center, an integral part of the School of Law, began its operations in 1978, stimulating and supporting research in law reform.

At the undergraduate level, Washington and Lee offers courses and majors in 34 academic discipline areas. In addition to majors in the traditional arts and sciences, majors are also offered in business administration, journalism and communications, and a variety of interdisciplinary studies. Courses, but no majors, are offered in area studies, computer and information sciences, education, and engineering. The University has cooperative programs with several engineering schools through which students acquire a Bachelor of Arts or Bachelor of Science degree at Washington and Lee and, later, an engineering degree at the cooperating institution. There is no plan for expansion to graduate programs in law or any of the other programs.

During the next ten-year period, the University expects to increase its emphasis and support in the areas of fine arts, journalism and communications, education, computer and information sciences, and interdisciplinary studies.

The University considers itself a national institution and attracts students in significant numbers from throughout the nation. However, because of the number of Virginians enrolled (30 percent in 1979) and its many close associations within the State, it looks upon Virginia as its primary area of service.

Washington and Lee enrolls only men at the undergraduate level, but men and women are admitted to the Law School. Virtually all students are full-time and the atmosphere is residential, although a majority of the students live in private accommodations in the community.

By 1981 the University expects to complete a $62 million comprehensive development program toward which $46 million has already been committed. To date, the program has added $14.5 million to the endowment and supported construction of a new gymnasium, a new law school building, a new undergraduate library (all of which are completed), and a new home for the School of Commerce, Economics, and Politics (which is under construction).

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